DOCUMENT RESUME

ED 353 753 EC 301 787

AUTHOR	Pisarchick, Sally E.; And Others
TITLE	P.L.A.Y. Project Prepare: Competency-Based Personnel Preparation in Early Childhood Education Modules.
INSTITUTION	Cuyahoga Special Education Service Center, Maple Heights, OH.
SPONS AGENCY	Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.
PUB DATE	92
NOTE	454p.; For related documents, see EC 301 784-792. Title on the first of two cover pages varies slightly.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Classroom Techniques; Cognitive Development; *Competency Based Teacher Education; Curriculum Development; *Disabilities; Early Intervention; Educational Philosophy; Family School Relationship; *Inservice Teacher Education; Learning Activities; *Play; Preschool Education; Special Education
IDENTIFIERS	Project Prepare OH

ABSTRACT

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on the importance of play and learning in preschool programs. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module provides participants with four major goals: to (1) recognize the characteristics of play in young children and its relationship to developmentally appropriate practice; (2) comprehend the significance of play in the development of young children; (3) understand the correlation between play and learning-related activities; and (4) become familiar with relevant teaching techniques associated with play. (Contains approximately 50 references.) (DB)

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Modules for Competency-Based Personnel Preparation in Early Childhood Education

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Personnel Preparation
In
Early Childhood

Sally E. Pisarchick
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These modules were developed through a grant funded by
The Ohio Department of Education, Division of Early Childhood Education
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Dear Educators:

There is, perhaps, no more important issue to address in the field of early childhood education than the professional development of those individuals who work in this field. The results of numerous studies that have been conducted to assess the quality of programs currently available to our nation's young children and their families suggest that the training and quality of staff are critical determinants to quality programming.

In the area of early childhood special education, professional training needs are also recognized as paramount. The number of preschool programs for children with disabilities has grown rapidly in Ohio, thus creating a dramatic increase in the number of trained professionals needed to meet the resulting human resource demands. The training needs of this cadre of teachers, as well as other service personnel who face this challenge, is the focus of *Project Prepare*.

This series of nine competency-based training modules is the result of a commitment on the part of many individuals in the State of Ohio to quality services for young children. Their dedicated efforts are to be commended. *Project Prepare* reflects widely accepted principles of sound early childhood theory and practice; reflecting what we know about the development of all young children, and what we know about the development of young children who have special needs. We hope that these materials assist you in your efforts to provide quality early childhood education programs for all of Ohio's young children.

Sincerely,

Irene Bandy-Hedden

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ACKNOWLEDGEMENTS

The modules in this set were developed as a result of a commitment on the part of many professionals in the State of Ohio; a commitment to quality services for young children with special needs as well as those who are typically developing. A need was established for compentency-based early childhood personnel training that reflects a commitment to: (1) the integration of children with disabilities and those who are typically developing; (2) developmentally appropriate practice; (3) providing services that value and are sensitive to all diversity in a multicultural, pluralistic society; and (4) effective collaboration between parents and professionals.

The immediate need for a large cadre of well-prepared personnel sensitive to the needs of young children with disabilities was recognized by leadership in the Ohio Department of Education. With the establishment of the Division of Early Childhood Education, a forceful position was taken on behalf of all young children. Funding was then made available to the Cuyahoga Special Education Service Center for research and development in personnel preparation.

We gratefully acknowledge Dr. Irene Bandy-Hedden, Assistant Superintendent of the Ohio Department of Education and Dr. Jane Wiechel, Director of the Division of Early Childhood Education for the role they each played in creating the atmosphere and the arena in which Project Prepare was conceived and implemented. The contribution of Dr. Karen Sanders has been invaluable. Her support, guidance, and attention to detail has strengthened us and enabled us to ensure quality and consistency to the final products of Project Prepare.

We wish to thank the members of the Steering Committee and the Consistency Task Force. Their feedback and endless hours of review supplied input to the process of refining the modules. The professionals on the Reaction Panel contributed insightful feedback during the early stages of module development that enhanced the content and format of the modules. The technical staff, whose dependable assistance was a critical component of our working team provided the day-to-day nitty gritty backup assistance necessary to a quality finished product. Most of all, we would like to thank each member of the Module Development Teams who conceived, delivered, nurtured, and raised the "child" whose name is Project Prepare. We offer this fully functioning child up for adoption to the Special Education Regional Resource Service Centers, without whose membership and continued abiding interest in total quality staff development, Project Prepare would not have been possible.

To all those who provided wisdom in this endeavor, gave an extra hand when it was needed, shared in our frustrations, and laughed with us in our moments of joy, we extend our deepest thanks and gratitude.

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TABLE OF CONTENTS

Letter of Support iv
Acknowledgements v
Module Development Teams vi
Ohio SERRCs vii

Project Prepare General Introduction 3
Multi-Stage Process of Development and Review 6

Module Introduction

Acknowledgements 12
Abstract 13
Philosophy 13
Goals 13
Matrices of Goals and Objectives 14
Glossary 19
References 29

Leaders Planning Guide and Evaluation Form

Leader Planning Guide 35
Leader Evaluation Form 37
Participant Evaluation Form 39
Pre/Post Training Assessment (General) 41
Pre/Post Training Assessment (Staff) 42
Pre/Post Training Assessment (Administrator) 43

GENERAL
Audience Training Materials

Goals 47
Goal 1 51
Goal 2 75
Goal 3 97
Goal 4 127

STAFF
Audience Training Materials

Goals 175
Goal 1 179
Goal 2 209
Goal 3 245
Goal 4 297

ADMINISTRATOR
Audience Training Materials

Goals 345
Goal 1 349
Goal 2 373
Goal 3 401
Goal 4 413

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PROJECT PREPARE GENERAL INTRODUCTION

This module is one of nine competency-based personnel preparation modules designed to prepare professionals to employ best practices to meet the special needs of young children with disabilities. Each module was developed by an outstanding team as part of a statewide collaborative effort called Project Prepare. Project Prepare was funded by the Ohio Department of Education, Division of Early Childhood Education in concert with the network of Special Education Regional Resource Centers.

Each module targets a facet of best practice found to be critical in implementing a free appropriate public education specifically for three- to five-year-old children with disabilities. While this is the age focus of Project Prepare the modules are applicable for serving all young children. The module topics are:

Assessment,

Family Collaboration,

Individualized Education Program (IEP),

Preschool Integration,

Managing Behavior,

Planning,

Play,

Technology,

Transition.

This list of carefully selected topics does not exhaust all aspects of knowledge, skills, attitudes, and values that are important, even essential, in meeting the challenge posed in implementing the amendments, contained in P.L. 99-457, of the Individual with Disabilities Education Act (I.D.E.A.). However, each module does represent a "competency cluster," rather than a single competency, addressing several general objectives, each of which is broken down into specific knowledge, skill, and value/attitude objectives.

The teams were asked to monitor their own work on the basis of carefully determined criteria, which were then used throughout a multi-stage process of review. Several factors were scrutinized in order to keep the content philosophically consistent within each and across all modules. These premises are in harmony with the philosophical position of the Ohio Department of Education, Division of Early Childhood Education which in turn reflects best practices in the field of Early Childhood Special Education. The issues are summarized as follows:

Developmentally Appropriate Practice in accord with principles set forth by the National Association for the Education of Young Children (NAEYC).

Integration of children with disabilities in programs with their typically developing peers.

Collaborative relationships with families.

Attention to the special needs of each child with recognition of the child's abilities, as well as disabilities.

Provision for and valuing of all diversity among young children and their families (e.g., ability, cultural, racial, religious, gender, etc.).

A second criteria the module development teams were asked to consider in monitoring their work was adaptability. Adaptability was defined in three ways. First, each module needed to be adaptable in a demographic sense, that is, responsive to needs in diverse geographic settings (rural, urban, suburban) with diverse populations. Second, each module was designed for potential use with three different groups of participants:

General (e.g., parents, community groups);

Staff (direct service personnel, such as teachers and therapists);

Administrators (persons in leadership roles, such as building principals and program directors).

Some of each module's content may be applicable to all three potential "audiences" however, in many instances differentiation of content is appropriate, based on the anticipated needs of participants. Thus, while the same goals are indicated for the three groups of participants, these goals are translated in knowledge, skills, and value/attitude objectives appropriate to each group. Differentiation of objectives by audience and by type is shown in the following matrix taken from one of the modules.

GOALS

KNOW THE LEGAL AND ETHICAL BASIS FOR PRESCHOOL INTEGRATION

	GENERAL OBJECTIVE	STAFF OBJECTIVE	ADMINISTRATOR OBJECTIVE
COMPETENCY COMPONENT	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.
KNOWLEDGE	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs and the ethical issues related to this inclusion.
SKILL	Participants will explain from an ethical perspective, why children with disabilities should participate in typical preschool programs.	Participants will list "supplemental services" which might be necessary to enhance the participation of children with disabilities in typical programs.	Participants will synthesize legal requirements and ethical considerations related to inclusion by predicting the outcome of cases for specific children.
VALUE/ATTITUDE	Participants will list potential benefits of inclusion for children, families, and teachers.	Participants will give personal opinions of potential benefits of including children with disabilities in typical programs and means to make this inclusion possible.	Participants will generalize a philosophy statement to guide a school system in the direction of inclusion.

The third form of adaptability is implied by the term module itself. Each module is intended to have an "accordion-like" quality so that, while each is a complete "package" entailing about five hours of instruction, sections can be selected, at the discretion of the group leader, depending upon: (1) needs of the participants, and (2) time availability. The module is also adaptable in the sense that it can be used for individual self-instruction as well as group instruction by a leader.

Other criteria employed in developing and refining the modules were:

- The **goals** for the module are clear to the leader and to the participants.
- Each **activity** is congruent with the objective with which it is associated.
- The module is, insofar as possible, **self-contained and self-sufficient** — that is, all needed materials are provided or readily available.
- **Terms** are appropriately used and clearly defined.
- The module is designed to hold the **interest and motivation** of those using it.

For each objective, a matrix identifies enabling activities, resources for use in conducting these activities, and leader notes (suggestions, possible supplemental materials, etc.). The following example of a matrix from one module is representative of this plan of organization and illustrates how resources and notes are linked to activities.

LEVEL: STAFF

GOAL: Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will understand (recognize) the relationship between play and the developing child.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
10. Discuss stages of play that children experience as viewed by several theorists. - Mildred Parten - Piaget - Sara Smilansky - Others	10. Use Handouts *Mildred Parten's Developmental Stages of Social Play* *Piaget's Theory of Play* *Sara Smilansky* *Others*	10. Read Chapter 11, *Teaching Infants and Preschoolers with Handicaps* by Bailey and Wolery. Read *Special Needs: Play and Learning*. Also read *Play As A Medium for Learning & Development. A Handbook of Theory and Practice* by Bergen.
11. Review *Four Trends Pertinent to Play.*	11. Use Transparency *Four Trends*	11. Read and study leader notes, *Four Trends Pertinent to Play.*
12. Review stages of cognitive play.	12. Use Handout *Stages of Cognitive Play*	12. Cognitive play is used here as one example. If time permits, other domains could be discussed.
13. Review the way play can contribute to the preschool child's overall development.	13. Use Transparencies *As Adults* *All people ...*	13. Read Chapter 11, *Teaching Infants and Preschoolers with Handicaps* by Bailey and Wolery. Read Section 2 in *Play As A Medium for Learning and Development* by Bergen.

Enabling Activities — This column lists the recommended activities that will lead to the accomplishments of the objectives.

Resources — The materials listed in this column are those needed to complete the recommended activities

Leader Notes — Special recommendations to the in-service leader on conducting the suggested activities are provided in this column.

MULTI-STAGE PROCESS OF DEVELOPMENT AND REVIEW

Having identified their respective topics, the teams developed their modules during the 1990-91 school year, sharing progress reports at a series of planning meetings. This stage culminated in more formal presentations of the "work-in-progress" to members of all module development teams. Project Prepare staff, and a Reactor Panel. Comments and suggestions elicited through this process were incorporated in feedback meetings of the Reactor Panel with each team.

Throughout the 1991-92 school year, a two-stage field test procedure was implemented. First, each team presented a five-hour training session of their module at a primary training site. Evaluation data obtained from these sessions included feedback from the leaders, the participants, and also an invitational group of observers. Observers included steering committee members, members of other teams, and project coordinating staff. Participants in each primary training session were given the opportunity to participate in secondary training, that is, to conduct a five-hour training session using any of the nine modules, providing similar evaluation data. A total of 18 secondary training sessions were held. The results of the primary and secondary training yielded data used in considering modifications.

Overall, both participants and leaders who supplied feedback on the field test sessions were very positive about the training and materials. A total of 484 surveys were completed by in-service participants. Those who responded represented individuals from diversely populated areas: rural (37%), urban (16%); urban and suburban (14%), rural, urban and suburban (14%), suburban (8%), and rural and urban (7%). Almost all (98%) felt that the activities presented at their sessions related to the in-service topic. A similar response was found for consistency with philosophical premises. Most believed that the in-service training was consistent with developmentally appropriate practice (98%), exceptionality appropriate practice (90%), integration (91%), and family and professional collaboration (93%). The majority of those who did not respond positively to these items on consistancy "did not know" whether or not there was consistency.

The greatest amount of disagreement was found on the item which asked whether the training was sensitive to multicultural issues. Seventy two percent of those responding indicated "yes," while 16% said "no" and 16% "did not know." As a result of this feedback the issue of sensitivity to diversity was strengthened in the materials during the final revision.

Additional positive feedback from participants showed that 93% felt that activities were appropriate for the audience, 96% believed the interest level was acceptable or terrific and 95% would recommend the training to others. No significant differences were found among responses from different types of audience participants (i.e., teachers, psychologists, parents, etc.) or among groups from varied populations (i.e., urban, rural, suburban, etc.).

The feedback provided by the 21 in-service leaders who completed response surveys was quite similar to that shared by the participants. Most (91%) felt that the materials allowed them to meet their objectives and that activities related to the goals stated in the modules. Almost all believed that the materials were consistent with developmentally appropriate practice (95%), exceptionality appropriate practice (95%), integration (94%), and family and professional collaboration (95%). Sixty three percent of the leaders responding believed that the materials were also sensitive to multicultural issues, while 31% "did not know," and 5% felt that they did not adequately address this premise. As stated above, this information was used to identify and make needed revisions.

In addition, most leaders (88%) found the activities to be appropriate for all audience participants and that materials were designed to accommodate various audiences (91%). All (100%) found the interest level to be acceptable or terrific. Seventy five percent of the leaders noted that all required materials were provided and 95% believed that module materials could be used for in-service training sessions that varied in length (i.e., amount of time).

In regard to the use of the modules by leaders, most found them easy to use (95%), well organized (84%), to have clear directions (94%), and to have clear (100%), and complete (89%) leader notes. Minor revisions were made following the field test to increase these charateristics in the set.

Strong support by the leaders for the competency-based modules was found in the fact that all (100%) reported that they would use the same module again and many (89%) said that they would use other modules in the set. Finally, all leaders (100%) indicated that they would recommend the modules to other professionals who conduct in-service training.

Each module development team having made every effort to insure that their product satisfied each of the basic criteria, then used the feedback to refine and modify their final product. During the entire process each module was subjected to conscientious and detailed peer review. Directives ranged from minor editorial changes to significant and substantive additions, deletions, and reworkings. Team cooperation and genuine enthusiasm was evident throughout the entire process, as was their creativity, resourcefulness, thoroughness, and skill. Their efforts combined with the expertise and conscientious work of the Project's Steering Committee, cross-module review teams, the Reactor Panel, internal and external expert reviewers, and the Project Consistency/Finalization Task Force made for a truly collaborative project and a total quality product.

PROJECT PREPARE

Module Introduction

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Play & Learning Activate Youngsters

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ACKNOWLEDGMENT

The energetic and conscientious efforts of many dedicated people made this project possible, and each one deserves a special thank you. First to Deb, Edith, Margaret, and Willa, team members who each researched, created, and compromised throughout this module's creation. A special thanks to Edward Talarico, Richard Ronald, Larry Miller, Edward Fox, and Robert Talarico, who were supportive of our involvement in this project. And finally, much appreciation is extended to Brenda Stocker, who produced draft after draft until the final product was completed.

Cathy Oriole
Team Leader

ABSTRACT

This module is one of a series of modules for competency-based training of early childhood personnel that focuses on the importance of play and learning in preschool programs. Four goals and numerous competencies vital for early childhood personnel are emphasized. These goals focus on assisting participants to understand the importance of play in the development of young children and to provide quality play-based preschool services for all, including those who have disabilities.

PHILOSOPHY

The developers of the P.L.A.Y. Module believe in the unique characteristics of young children. We further believe that through play, each child is afforded the opportunity to develop to his/her maximum potential.

Children learn best through meaningful play. Learning is encouraged through selected play activities that are appropriate for each child's age and developmental level. The adults serve as facilitators to guide children in their interactions with the varied learning opportunities.

Play is the keystone of preschool instruction. A fundamental responsibility of the educational process is to create and maintain an environment to foster the dignity and self-esteem of the child, parents, staff, and community.

GOALS

The goals for this module are as follows:

1. Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

2. Comprehend the significance of play in the development of young children.

3. Understand the correlation between play and learning related activities.

4. Become familiar with relevant teaching techniques associated with play.

GOAL #1 Recognize the characteristics of play in young children and their relationship to developmentally appropriate practice.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Identify developmentally appropriate practices as it relates to play and young children.	Define the concept of developmentally appropriate practices as it relates to young children.	Define the concept of developmentally appropriate practices as it relates to young children.
Knowledge Objectives	Participants will be able to identify and list terminology that characterizes play in young children.	Participants will define two main components of developmentally appropriate practices and describe their application to young children's play.	Participants will demonstrate an understanding and knowledge of NAEYC's definitions of developmentally appropriate practices when planning programs.
Skill Objectives	Participants will facilitate child-initiated play through observing, questioning, and encouraging.	Participants will list and give examples of the types of play.	Participants will be able to identify appropriate play in typically developing young children as well as those with disabilities.
Attitude Objectives	Participants will appreciate the need to be sensitive to the effects of various disabilities on young children's play skills.	Participants will appreciate the need to identify room arrangement and various environments to accommodate play activities for young children.	Participants will value the need to be aware of individual differences when designing programs and/or making other administrative decisions to maximize play for young children.

GOAL #2 Comprehend the significance of play in the development of young children.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Become familiar with the importance of play for a young child.	Recognize the importance of play in the development of young children.	Participants will recognize and support the importance of the role of play in the lives of young children.
Knowledge Objectives	Participants will become familiar with the relationship between play and the developing child.	Participants will understand the relationship between play and the developing child.	Participants will recognize and support the value of children's play in the preschool program.
Skill Objectives	Participants will become familiar with the value of observing the child in play.	Participants will be able to identify observation tools for program planning in terms of play.	Participants will examine quality indicators of early childhood programs that reflect a recognition of the importance of play.
Attitude Objectives	Participants will value the importance of knowing some of the factors (variables) that influence play.	Participants will appreciate the many factors (variables) that influence play.	Participants will appreciate the factors (variables) that influence play and its impact on early childhood program planning.

GOAL #3 Understand the correlation between play and learning-related activities.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Be aware of the role and importance of play materials for young children.	Recognize the role and value of learning through play.	Be able to provide appropriate administrative support and evaluation of play in early childhood programs.
Knowledge Objectives	Participants will define play in terms of its importance to the growth and development of young children.	Participants will understand the relationship between play and the development of academic skills.	Participants will explain the rationale for play in early childhood programs.
Skill Objectives	Participants will select, evaluate, and match toys and materials with appropriate developmental levels of young children.	Participants will facilitate children's interaction with materials by selecting, evaluating, and matching toys/materials to developmental levels of young children.	Participants will discuss skills that young children are learning when involved in play activities.
Attitude Objectives	Participants will appreciate the need to facilitate play for young children.	Participants will appreciate play as it relates to child development.	Participants will integrate new ideas about play in early childhood into their existing views of education.

GOAL #4 Become familiar with relevant teaching techniques associated with play.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Become familiar with how to use the play experiences of young children in an effort to provide a supportive and enhanced learning environment.	Recognize and utilize play experiences in the instruction of young children.	Recognize and support play experiences as the most appropriate context in which to instruct young children.
Knowledge Objectives	Participants will define teaching procedures that can be used in a child's play environment.	Participants will have a competent understanding of appropriate teaching methods used when instructing young children in a play environment.	Participants will describe teaching during play as an important factor in the instruction of young children.
Skill Objectives	Participants will identify appropriate teaching strategies used in conjunction with play.	Participants will be able to plan, teach, and evaluate children during play.	Participants will assist preschool teachers in planning and implementing instruction through play.
Attitude Objectives	Participants will appreciate the decision making factors which influence teaching through play.	Participants will appreciate the importance of play experiences as the context for best practice teaching with young children.	Participants will support and appreciate play as an issue of best practice in early childhood education.

GLOSSARY

Adapt: Changing or modifying the time (schedule), space, materials, or expectations of the environment to better meet the needs of an individual child or class.

Adaptive behavior: Addresses self-help, independent functioning, and personal and social responsibility as is appropriate for a same-age peer and according to one's cultural group.

Adaptive computer access: Use of an alternative input device for the computer which gives the student with disabilities an alternate means of access when the regular keyboard may not be appropriate. These include expanded keyboards, switches, touch windows, joysticks, and voice input.

Adaptive firmware card: A special card placed inside the Apple computer which allows transparent access to commercial software by any one of 16 input methods, including scanning, Morse code, expanded keyboards, and adaptive keys.

Adaptive keyboard: An alternative keyboard usually attached to the computer with an adaptive firmware card. Adaptive keyboards are generally programmable and allow the student to send information to the computer in the most efficient form based on individual needs.

Age appropriate: Experiences and/or a learning environment that support predictable growth and development in the physical, social, emotional, and cognitive domains that are typical for children at specific chronological ages.

Anecodotal records: A brief account of a situation that provides a factual description of an incident, behavior, or event.

ANSI: American National Standards Institutes: Institute which adopted a standard for the threshold of normal hearing.

Anti-bias curriculum: Developmentally appropriate materials and equipment which project an active/activist approach to challenging prejudice, sterotyping, bias, and "isms."

Appropriate environment: Surroundings that are suited to both the age and the individuality of all children present.

Appropriate practice: Techniques or a style used with young children that is age and individually appropriate.

Assertive: To maintain or defend rights without being hostile or passive.

Assessment: The collection of information through different types of procedures such as criterion-referenced tools, norm-referenced tools, observation, interviews, and anecdotal records.

Assistive device: Any specific aid, tool, or piece of equipment used to assist a student with a disability.

Associative play: A type of play in which a child plays with others in a group and subordinates his/her individual interest to the interests of the group.

At-risk: Students that have a greater chance of experiencing difficulties developmentally or at school due to social, economic, environmental, or biological factors.

Augmentative and alternative communication (AAC): An integrated group of symbols, aids, strategies, and techniques used by a student to enhance communication abilities. The system serves to supplement the student's gestural, spoken and/or written communication abilities. AAC strategies include the full range of approaches from "low tech" concrete and symbolic ones to "high tech" electronic voice out-put systems.

Battery device adaptor: Adaptation which allows a battery-operated device to be activated by a switch.

Boot: The process of turning the computer on and loading a program into memory.

Byte: The area of storage needed for storing a single character of the alphabet in memory. One thousand twenty four bytes are equivalent to one K of memory. One byte is made up of eight on/off electronic impulses called "bits." Knowing how much memory is available on your computer will ensure appropriate planning for software selection.

Categorical orientation: A philosophical approach to assessment designed to yield a diagnostic label; labeling a child according to some presumably underlying condition (e.g., learning disability, mental retardation, or behavior disorder).

Center-based services: Educational services that are provided at a central location, typically through a classroom type format.

Character: Refers to any letter, number, punctuation mark, or space used to represent information on the computer.

Child-initiated activity: An activity selected by a child with little or no intervention by another child or adult.

Close-ended materials: Materials that have one or two ways in which children can play with them and which offer few opportunities for creativity and experimentation.

Cognition: Application of intellect as opposed to feelings/affect in mental processes.

Collaboration: Interaction between people to solve a problem; working and sharing together for a common goal.

Collaborative: A group of agencies and parents working together to ensure quality services for young children with disabilities.

Communication skills: Receptive and expressive language, facial expressions, body language, gestures, etc. that allow a child to respond across settings.

Computer: It is the processing unit, memory, and power supply source of the computer system. Attached to the computer are the monitor, the input device (e.g., keyboard), and the disk drive. [Also called the central processing unit (C.P.U.).]

Computer assisted instruction (CAI): Refers to all instruction which is conducted or augmented by a computer. CAI software can target the full range of early childhood curricular goals, with formats that include simple exploration, educational games, practice, and problems solving.

Computer switch interface: Device which allows single switch access to a computer.

Constructive play: Play in which a child purposefully manipulates materials in order to build structures and produce novel or conventional creations.

Control unit: The unit that enables electrical devices to be activated by a switch.

Cooperative play: Play in which a child plays with other children in activities organized to achieve a common goal, may include interactive dramatic play or formal games.

Co-playing: Occurs when an adult joins in an ongoing play episode but lets the children control the course of the play.

Criterion-referenced tests: Evaluation tools which are specifically constructed to evaluate a person's performance level in relation to some standard.

Curriculum-based assessment: An assessment of a child's abilities or behaviors in the context of a predetermined sequence of curriculum objectives.

Cursor: The small blinking symbol on the monitor which indicates that the computer is waiting to receive information.

Dedicated device: A device containing a computer processor dedicated strictly to processing and producing voice output.

Developmental: Having to do with the typical steps or stages in growth and development before the age of 18.

Developmentally appropriate: The extent to which knowledge of child development is applied in program practices through a concrete, play oriented approach to early childhood education. It includes the concepts of age and individual appropriateness.

Developmentally appropriate curriculum: A curriculum planned to be appropriate for the age span of the children within the group and is implemented with attention to individual and differing needs, interests, and skills of the children.

Developmentally appropriate practice (DAP): Curriculum which is appropriate to the age and individual needs of children.

Differentiated referral: Procedures for planning, implementing, and evaluating interventions which are conducted prior to referral for multifactored evaluation.

Digitized speech: Speech that is produced from prerecorded speech samples. While digitized speech tends to be more intelligible and of higher quality than synthesized speech other factors such as the speaker system play into the overall effect.

Direct selection: A selection which is made on a computer through either a direct key press or use of a light to directly point to the desired key.

Discrepancy analysis: A systematic assessment process in which skills required for a task are identified and compared to a child's current skills to determine the skills that need to be taught or for which adaptations need to be made.

Disk: The item used to store computer programs. [Also known as a diskette or floppy disk.]

Disk drive: Component of computer system which reads program information stored on disk.

Documented deficit: Area of development or functioning for a child that has been determined to be delayed based on data obtained through structured interview, structured observation, norm-referenced and criterion-referenced/curriculum-based assessments.

Domain-referenced tests: Evaluation instruments which emphasize the person's performance concerning a well-defined level or body of knowledge.

Dramatic play: Play in which a child uses objects in a pretend or representational manner. [Also called symbolic play.]

Eligibility: Determination of whether a child meets the criteria to receive special education services.

Evaluation: A comprehensive term which includes screening, assessment, and monitoring activities.

Event Sampling: A type of systematic observation and recording of behaviors along with the conditions that preceded and followed them.

Expanded keyboard: Larger adapted keyboards that replace the standard keyboard for a child whose motor control does not allow an efficient use of a regular keyboard. With the use of special interfaces, the size and definition of the keys can be alterd based on the needs of the child.

Expectations: The level of behavior, skill, and participation expected within the classroom environment.

Exploratory play: Play in which a child learns about herself and her world through sensory motor awareness and involvement in action, movement, color, texture, and sound. Child explores objects and the environment to find out what they are about.

Family: Parents and their children; a group of persons connected by blood or marriage; a group of persons forming a household.

Fixed vocabulary: Vocabulary that has been pre-programmed by the manufacturer within a communication device. In some cases it can be altered. In other cases, revisions must be submitted to the manufacturer for re-programming.

Formative evaluation: The collection of evaluation data for the purpose of supporting decisions about the initial and ongoing development of a program.

Functional approach: A philosophical orientation to assessment and curriculum which seeks to define a child's proficiency in critical skills necessary for the child to be successful at home, at school, in the community, etc.

Functional play: Play in which a child repeats simple muscular movements or utterances. The repetitive action provides practice and allows for exploration.

Funding advocate: Individual who assumes critical role of developing a funding strategy, pursuing appropriate sources and patiently advocating on behalf of the child until funds are procured.

Funding strategy: A methodical play developed by the funding advocate for procuring funding which is based on a determination of unique individual needs and an understanding of the resources and requirements of appropriate systems.

Generalization: The integration of newly-acquired information and the application of it to new situations.

Graphics: Pictures and other visual information generated by the computer.

Grief: Reaction to loss; feelings parents may experience when confronted with information about their child's disability.

Hardware: Refers to all electronic and mechanical components making up the computer system, including the computer, monitor, disk drive, printer, and peripherals.

I.D.E.A.: Individuals with Disabilities Education Act.

Identification: The process of locating and identifying children who are eligible for special education services.

Imaginative play: Play in which a child uses toys or objects for imitation, role-playing, and pretending.

Incidental learning: Information learned in the course of play and other informal activities without the need for any specific teaching.

Individual appropriateness: Experiences that match each child's unique pattern of growth, personality, learning style, and family/cultural background.

Individual Family Service Plan (IFSP): A written plan for an infant or toddler developed jointly by the family and appropriate qualified personnel.

Individualized Education Program (IEP): A written education plan for a preschool or school-aged child with disabilities between the ages of three and 21 which is developed by a professional team and the child's parents.

Informal tests: Measures that are not standardized and are developed to assess children's learning in a particular area.

Initialize: A necessary process for preparing a computer disk to store information for the first time. Any information on the disk will be erased when the disk is initialized.

Input device: Any component or peripheral device which enables the child to input information to the computer. While the keyboard is the most common, other input devices include switches, adapative keyboads, joysticks, power pads, and touch windows.

Integrated preschool: A preschool class that serves children with disabilities and typically developing peers in the same setting.

Integration: Participation of children with disabilities in regular classroom settings with typically developing children.

Integration (of technology): A process in which assistive technology is effectively utilized to provide a child who has disabilities equal opportunity to participate in ongoing curricular activities. It involves using technology to augment internal capabilities in the accomplishment of desired outcomes in academic, social, domestic, and community settings and involves awareness-building on the part of all staff and peers.

Interdisciplinary: A model of team organization characterized by professionals from several disciplines who work together to design, implement, and document goals for an individual child. Expertise and techniques are shared among the team so all members can assist the child in all domains; all members assess or provide direct service to the child.

Interface: A connection between a computer and an add-on peripheral device.

Interface card: A circuit board which can be inserted into one of the expansion slots to add specific capabilities to the computer. Examples are Adaptive Firmware Card™ or Echo™.

Interpersonal communication: Communication with others.

Intrapersonal communication: Communication with oneself.

I/O game port: Ports located on or in the computer that allow the user to plug in peripheral devices.

Itinerant services: Services provided by preschool special education teachers or related services personnel which occur in the setting where the child or the child and parent(s) are located as opposed to providing services at a centralized location.

Joy stick: An input device for the computer which has a control stick and two buttons. Rotating the stick moves the cursor in a circle. Pressing the buttons can control other program features.

K: Stands for kilo or 1,000 (actually 1,024) bytes of memory. A computer with 64K has storage for 64 kilobytes of data.

Keyguard: A plastic or metal sheet with finger-sized holes that covers a standard or alternative keyboard to help children who have poor motor control to select the desired keys.

LEA (Local Education Agency): The public school district which is responsible for a student's education.

Leaf switch: Flexible switch that is activated when bent or gently pressed.

Least restrictive environment (LRE): To the maximum extend appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Manipulative play: Play in which a child acts upon objects in order to physically explore and control the objects.

Mask: A cardboard or plastic device that is placed over keyboard sections on a computer or communication device to block out unnecessary keys and assist the child in focusing on the target keys for a particular function.

Maximize: Making maximal use of the materials and environmental cues readily available in the typical early childhood environment in order to enhance the participation skills of children with disabilities within that classroom setting.

Megabyte: A unit of measure for computer memory. One megabyte equals 1,048,576 bytes or characters.

Memory: Computer chips which have the capacity to store information. Information stored in Read Only Memory (ROM) is stored permanently for the computer and cannot be erased. Random Access memory (RAM) is a temporary storage area for programs and data. RAM is erased when the computer is turned off and therefore must be stored on a disk or hard disk drive.

Mercury (tilt) switch: Gravity sensitive switch which activates when tilted beyond a certain point.

Modem: A peripheral device which allows a computer to send and receive data from another computer over the telephone lines.

Monitor: A screen which provides a visual display of the information being processed by the computer.

Motor planning: The discovery and execution of a sequence of new, non-habitual movements. Examples: Climbing through an unfamiliar obstacle course, learning to remove a sweatshirt or to tie a bow. Once the sequence is learned, it does not require motor planning to repeat it.

Mouse: A computer device that controls the pointer on the monitor. By clicking a mouse, a child can provide input to the computer.

Multifactored assessment: An evaluation of more than one area of a child's functioning so that no single procedure shall be the sole criterion for determining an appropriate educational decision. Such an evaluation includes professional staff from many disciplines.

Multidisciplinary; A model of team organization characterized by professionals from several discipines working independently who relate information concerning their work with an individual child to each other but do not coordinate, practice, or design a total educational program together.

Muppet learning keys: A touch sensitive keyboard designed specially for use with children. Letters and numbers are arranged in sequence, and keys are marked with colorful Muppet characters.

Norm-referenced tests: Tests that compare the performance of an individual against a group average or norm. Such tests often utilize standard scores, percentile ranks, age equivalencies, or developmental quotients.

Object permanence: The recognition of the existence of objects by children even after all or part of it is out of sight. Peek-a-boo is an early game to help baby begin to develop object permanence.

Observation: To take notice or pay attention to what children say and do in order to gather and record information for the purpose of interacting more effectively with them.

Open-ended materials: Materials which offer a wide range of opportunities for creativity and experimentation and that do not have just one or two ways in which a child can play with them.

Output: Any information that is transferred from the computer to another device such as a printer or speaker.

Output device: Any device that receives information from the computer and makes it available to the child in an understandable form. Output devices include monitors, printers, and speech synthesizers.

Overlay: Paper or plastic sheet which fits over a computer keyboard or electronic communication device containing symbols or icons depicting the information stored in the active areas below.

Parallel play: A situation in which a child plays independently with materials similar to those used by children playing in close proximity. Social contact is minimal.

Peer-initiated acitivity: A child becomes involved in an activity following the observation of a peer engaged in play or through invitation by that peer.

Peripheral: Any hardware device which is outside, but connected to, the computer. Peripherals include input and output devices such as joysticks, touch windows, adaptive keyboards, speech synthesizers, and printers.

Physical play: Action that is frequently social, may be competitive, and includes rough-and-tumble activities.

Plate switch: The most common type of switch. Downward pressure on plate causes circuit to be completed and connected object will be activated.

Play: Freely chosen, spontaneous, and enjoyable activities which assist in organizing cognitive learning, socialization, physical development, communication, etc.

Play-based assessment: Assessing children in a natural play-oriented setting as opposed to a traditional assessment environment in which the examiner controls the child's behavior through standardized testing procedures.

Play tutoring: An adult initiates a new play episode taking a dominant role and teaching the child new play behaviors.

Port: A socket on the back panel or on the logic board of the computer for connecting peripheral devices.

Power pad: A touch sensitive pad used as an alternate means of accessing the computer. Overlays define press areas necessary to activate special software programs.

Practice play: Involves the child's pleasurable repetition of skills that have been previously mastered.

Pressure sensitivity: Refers to the amount or degree of touch sensitivity required to activate a device.

Preventative approach to managing behavior: Adults set the stage for an environment that is child-centered, based on developmentally appropriate activities, expectations, and techniques, and organized to address positive discipline.

Printer: The device which produces a printed "hard copy" of the text or graphics from the computer.

Program: A set of instructions for the computer which allows it to carry out a specific function or task.

Programmable vocabulary: Refers to communication devices that can be programmed on site, as opposed to being returned to the manufacturer for programming.

Public domain software: Programs which are not copyrighted and are available for copying.

Public Law 94-142: A law passed in 1975 requiring that public schools provide a "free, appropriate public education" to school-aged children regardless of handicapping conditions (also called the Education of the Handicapped Act).

Public Law 99-457: *The Education of the Handicapped Act Amendments of 1986.* This law mandated services for preschoolers with disabilities and established the Part H program to assist states in the development of a comprehensive, multi-disciplinary, and statewide system of early intervention services for infants and toddlers (birth to age three).

Public Law 101-476: *The Education of the Handicapped Act Amendments of 1990.* This law changed the name of EHA to the Individuals with Disabilities Education Act (I.D.E.A.). The law reauthorized and expanded the discretionary programs, mandated that transition services and assistive technology services be included in a child's or youth's IEP, and added autism and traumatic brain injury to the list of categories of children and youth eligible for special education and related services among other things.

Pure-tone hearing test: Test that detects hearing loss using pure tones (frequencies) varing from 250 Hz to 8,000 Hz. This is the range that includes most speech sounds.

Rating scales: Tests used in making an estimate of a child's specific behaviors or traits.

Reliability: A measure of whether a test consistently measures what it was designed to measure. The focus is on consistency.

Role release: Mutual sharing of knowledge and expertise by professionals on a team in order to enhance service delivery to the child and family which enables each team member to carryout responsibilities traditionally assigned to another member of the team.

Running record: A narrative description involving a record of a child's behavior and relevant effects for a period of time.

Scanning: A process by which a range of possible responses is automatically stepped through. To select a response, the child activates the switch at the desired selection.

Screening: A process of identifying and referring children who may have early intervention needs for further assessment.

Self-control: The voluntary and internal regulation of behavior.

Shareware: Public domain software available for trial use prior to purchase.

Sip 'n puff: A type of switch which is activated by sipping or puffing on tubing.

Social competence: The ability of a child to interact in a socially acceptable and developmentally appropriate manner.

Software: The programs used by the computer which are available on both 3.5" and 5.25" disks.

Solitary play: A situation in which a child plays alone and independently with materials different from those used by children playing in close proximity. No social contact occurs.

Speech synthesizer: An output device which converts electronic text characters into artifical speech. A circuit card interfaces the computer and speaker, enabling the production of "spoken" output.

Standardized tests: Tests which include a fixed set of times that are carefully developed to evaluate a child's skills or abilities and allow comparison against a group average or norm.

Structured interview: An interview employing carefully selected questions or topics of discussion.

Structured observation: A situation in which the observer utilizes a predetermined system for recording child behaviors; also referred to as a systematic observation.

Structured play: Carefully planned activities with specific goals for adult/child, child/child, or child/materials interaction.

Summative evaluation: Evaluation strategies designed to measure program effectiveness.

Switch: A device that can be used to control an electronic object. A switch can be used as an alternative means of accessing an electronic toy or appliance, communication system, mobility device, or computer.

Switch interface: A connection between a switch and the object being controlled. A timer is an interface used to control how long the item will remain turned "on."

Switch latch interface: An interface which turns a device on and then off with each switch activation.

Symbolic play: Play in which a child uses one object to represent or symbolize another.

Synthesized speech: Speech that is produced by blending a limited number of sound segments. Because it is simply a combination of established sounds, it tends to sound robotic.

Systematic intervention: An approach which utilizes data collection to determine the effectiveness of the intervention.

Systematic observation: See "Structured Observation."

Tactile: Having to do with the sense of touch.

Teacher-directed activity: An activity in which the adult initiates and continues to supervise children's play. This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation.

Teacher-initiated activity: One in which the adult brings attention to an activity, but withdraws as children become involved and play on their own.

Time sampling: A type of systematic observation whereby tallies are used to indicate the presence or absence of specified behaviors over short periods of time.

Touch window: A touch sensitive screen designed as an alternative means of accessing the computer. The child simply touches the screen (attached to the monitor) to provide input to special computer programs.

Transdisciplinary: An effective team approach to IEP development and problem-solving which involves "role release" on the part of the team members resulting in problem-solving through a mutual sharing of all disciplinary perspectives. One professional is assigned the role of "primary" service provider.

Typically developing child: A child who is not identified as having a disability.

Unicorn keyboard: An alternative computer keyboard for use when a standard keyboard may not be accessable; 128 one-inch square keys can be redefined to create larger areas to accommodate the physicial capabilities of the child.

Unidisciplinary: Professionals from various disciplines (education, speech, motor, etc.) provide intervention services to the same child with little or no contact or consultation among themselves.

Unstructured play: Adult observes the child's play and attempts to fit into and be responsive to the play to the degree that the child allows or seems interested.

Validity: A measure of whether test items measure the characteristic(s), aptitude, intelligence, etc. that they were designed to measure.

VOCA: Voice output communication aid. This term refers to any electronic AAC approach which produces voice output.

Voice input: A voice recognition system which enables the computer to receive, recognize, and convert human voice input into data or other instructions.

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Leaders Planning Guide
and
Evaluation Form

P.L.A.Y.

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LEADER PLANNING GUIDE

In order to assure successful in-service presentations, a number of critical items must be addressed by the leader before, during, and after the training day.

Before the Training Day:

______ Arrange for setting (e.g., meeting room, chairs, lunch, and audio visual materials and equipment)

______ Prepare and disseminate flyer

______ Review module and prepare presentation
  a. Review Glossary
  b. Collect or prepare materials needed for selected activities (e.g., toys, videos)

______ Duplicate necessary overheads and handouts

______ Prepare and duplicate agenda

______ Duplicate Pre/Posttest
(May be sent before session and returned with registration in order to assist in planning)

______ Duplicate participant evaluation form

______ Prepare a sign-in form in order to gather name and position (discipline) of participants

During the Training Day:

______ Require each participant to sign in

______ Provide each participant with:

  ______ Agenda

  ______ CEU information (if applicable)

  ______ Pre/Posttest

  ______ Necessary handouts

  ______ Participant evaluation form (end of the day)

______ Explain CEU process (if applicable)

______ Explain participant evaluation process

______ Have participants complete Pretest (if not completed earlier)

______ Present module seminar

______ Collect CEU information and checks (if applicable)

______ Have participants complete Posttest and participant evaluation form

______ Collect completed Posttest and participant evaluation forms

After the Training:

______ Complete the leader evaluation form

______ Mail a copy of the following to:
Project Prepare
Cuyahoga Special Education Service Center
14605 Granger Road
Maple Heights, Ohio 44137

______ Leader evaluation form

______ Compilation of Participant evaluation forms

*Are you seeking Project Prepare Certification? ____ Yes ____ No

*All qualified staff development leaders are encouraged to use the materials for the preparation of personnel who are working with young children who have special needs. Staff development leaders who wish to become certified Project Prepare Leaders are required to conduct a staff development session utilizating each of the nine Project Prepare modules. Each session must be at least five hours in length. Data regarding module certification will be gathered through the leader evaluation forms by Project Prepare, Cuyahoga Special Education Service Center. The names of the Project Prepare Certified Leaders will be placed on file with the Ohio Department of Education, Division of Early Childhood Education and the 16 Special Education Regional Resource Centers.

PROJECT PREPARE
LEADER EVALUATION FORM

Leader Name ______________________ Date ______________________

Agency ______________________ SERRC Region ______________________

Address ______________________ Module Title ______________________

____

Number of in-service participants __________

Using the sign-in form, please indicate the number of participants from the following disciplines or positions that attended the session.

Early Childhood Special Educator	( )	Special Educator	( )
Early Childhood Educator	( )	Administrator	( )
Occupational Therapist	( )	Psychologist	( )
Physical Therapist	( )	Teaching Assistant	( )
Speech/Language Therapist	( )	Parent	( )

Other (specify) ____

Please answer the following questions.

1. To what extent did these materials allow you to meet your in-service objective?

   (   ) Not at all   (   ) Somewhat   (   ) For the most part   (   ) Completely

2. How would you rate the interest level of the activities?

   (   ) Low   (   ) Average   (   ) High

3. Would you recommend these materials to other professionals involved in early childhood staff development?

   (   ) Yes   (   ) No

4. Comments ____

____

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PARTICIPANT EVALUATION FORM

INTRODUCTION: Thank you for attending this in-service session. We would appreciate receiving your feedback on the success of the training on the questions listed below. The information that you provide will be used to help us plan future events.

DIRECTIONS: Please answer item 1 by placing a (√) beside your current position. For items 2 through 9 check the response that most closely matches your feelings about each statement. Supply the requested information for items 11 through 13.

1. Current Position:
   ( ) Early Childhood Special Education Teacher
   ( ) Early Childhood Teacher
   ( ) Special Education Teacher
   ( ) Regular Education Teacher
   ( ) Speech/Language Therapist
   ( ) Physical Therapist
   ( ) Occupational Therapist
   ( ) Administrator
   ( ) Teaching Assistant
   ( ) Parent
   ( ) Other (please specify) ____________________

	Unacceptable	Poor	Average	Good	Excellent
2. Overall, I felt that the in-service session was	( )	( )	( )	( )	( )
3. I felt that the organization of the in-service activities was	( )	( )	( )	( )	( )
4. The presenter's approach to sharing information was	( )	( )	( )	( )	( )
5. My understanding of the information presented today is	( )	( )	( )	( )	( )
6. The way in which this session met my (professional/parenting) needs was	( )	( )	( )	( )	( )
7. The new ideas, skills, and/or techniques that I learned today are	( )	( )	( )	( )	( )

	Unacceptable	Poor	Average	Good	Excellent
8. My motivation level for using the information and/or techniques presented today is	( )	( )	( )	( )	( )
9. The way in which children and/or families that I work with will benefit from my attendance today is	( )	( )	( )	( )	( )

10. Would you recommend this workshop to others?

( ) Yes ( ) No

11. What were the most useful aspects of this in-service?

12. Which aspects of the training do you feel could be improved?

13. Do you have any specific needs related to this topic that were not met by this in-service?

( ) Yes ( ) No

If yes, what additional information would you like to receive?

P.L.A.Y. (General)

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

0	1	2	3	4	
					1. Identify developmentally appropriate practices as it relates to play and young children.
					2. Become familiar with the importance of play for a preschool child.
					3. Be aware of the role and importance of play materials for young children.
					4. Become familiar with how to use play experiences of young children in an effort to provide a supportive environment which enhances a child's learning potential.

Comments: ____

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P.L.A.Y. (Staff)

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

0	1	2	3	4	
					1. Define the concept of developmentally appropriate practices as it relates to young children.
					2. Recognize the importance of play and the development of a preschool child.
					3. Recognize the role and value of learning through play.
					4. Recognize and utilize play experiences in the instruction of young children.

Comments: ____

____

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P.L.A.Y. (Administrator)

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

0	1	2	3	4	
					1. Define the concept of developmentally appropriate practices as it relates to young children.
					2. Recognize and support the importance and role of play for a preschool child.
					3. Provide appropriate administrative support and evaluation for early childhood programs.
					4. Recognize and support play experiences as the most productive manner in which to instruct young children.

Comments: ____

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PROJECT PREPARE

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

P.L.A.Y.

General

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GOALS

1. Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.
2. Comprehend the significance of play in the development of young children.
3. Understand the correlation between play and learning related activities.
4. Become familiar with relevant teaching techniques associated with play.

GOAL 1

P.L.A.Y.

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LEVEL: GENERAL

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will be able to identify and list terminology that characterizes play in young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Presentation: "The Value of Play."	1. Leader Notes (G-L1) *Value of Play*	1. Read and study *Value of Play* Leader Notes which has been included.
2. Large group activity Participants think back when they were small children; show them a box; a. What ways would preschoolers use the box? b. How could you use it? (List ideas)	2. An empty box.	2. Supplemental Resource - Use Family Ties Training Module C - located at SERRC Center.
3. Introduction: a. Participants introduce themselves, share a little information about themselves, their families, and what their young children might do with the box; how they might use the box themselves. b. Compare uses for adults and children.	3. Transparency (G-T0) *Cartoon*	3. List suggestions. Note how diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence a child's use of the box. Show *Cartoon* Transparency at the end of discussion.
4. Large group activity Presentation: Definition/Terminology of play. Review: Action words that characterize play (Transparency). Action words are sometimes used when we think of play. a. Comment about the action qualities listed. b. Add to list.	4. Handout and Transparency (G-H1, G-T1) *Play Is* *Play Is* can be used as Transparency or Handout.	4. Distribute *Play Is* and put on Transparency. Supplemental Resource Family Ties - Module C

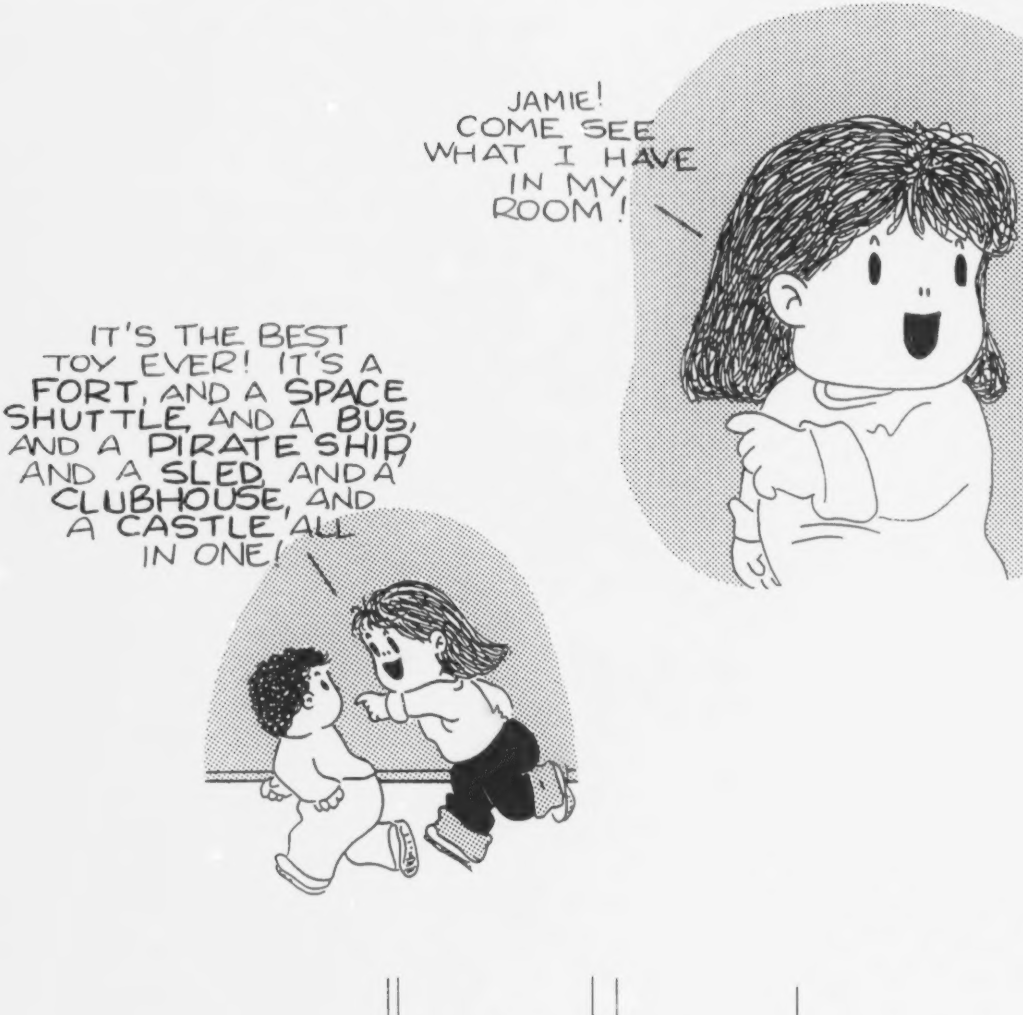
LEVEL: GENERAL *(continued)*

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: KNOWLEDGE *(continued)*

OBJECTIVE: Participants will be able to identify and list terminology that characterizes play in young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
5. Small or large group activity Using the list of qualities from the Handout and those generated, participants will describe a "Play" situation when children can work on these qualities (example: being creative - block play; problem solving - working a puzzle; sharing - tea party; shopping - making choices).		5. Use *Play Is* Transparency for discussion purposes.


JAMIE! COME SEE WHAT I HAVE IN MY ROOM!
IT'S THE BEST TOY EVER! IT'S A FORT, AND A SPACE SHUTTLE, AND A BUS, AND A PIRATE SHIP, AND A SLED, AND A CLUBHOUSE, AND A CASTLE ALL IN ONE!
AND MOMMY WAS JUST GONNA THROW IT AWAY!

VALUE OF PLAY

BACKGROUND INFORMATION:

Children begin very early to explore the world around them. The activities they use to explore their world, or to imitate what they find there, are what we call play.

Play is what children make it. It is their way of life, and can be a totally creative absorbing experience. Often adults call play "children's work" because that helps us understand children's dedication to their play and helps us to respect it.

Play deserves to be respected. Through it, children test and refine their skills in both mind and body. They learn from their senses, and this learning takes place as they play. For example, infants will put a toy in their mouths, shake it to see if it rattles, throw it, smell it, and pound it. They handle it in every way they can. All their senses are busy at this task of exploring the world. They "think" with their bodies.

We often see that children at play do the same thing over and over. Part of this may be spontaneous delight in their own abilities. Part may be pleasure that they understand at least one thing about the world and know what they can expect! This is the beginning of children's confidence that they can cope with the world. *What they do* is not as important as the fact that *they are doing it*.

Play environments are "learning labs" for young children. Parent understanding of their child's play preferences and the kinds of play in which children engage during the various stages of development is the basic ingredient for determining the right kind of learning environment for their child.

The information about the value of play should provide parents with a focus for choosing a child care setting which promotes learning through a play environment.

A word about play and children with special needs. Researchers agree that all children have a need to explore and interact with their environment in order to learn. Children with disabilities have the same need. Parents need to understand their child's developmental stage before they adjust the play environment to ensure optimal learning through play. There are many examples of ingenuity and creativity on the part of parents, teachers, and others in making adaptations to toys and environments for children with physical, visual, or hearing handicaps. The bottom line though, is the same as for all children. Play activities and toys for children with disabilities should be appropriate for their stage of development and preferences.

"PLAY IS — DEFINITIONS"

Pretending — to make believe, create or imitate some imaginary person, place, or thing

Making Interesting Things Happen — participating or having curiosity to act

Exploring — to look closely for the purpose of discovery

Experimenting — to test something for the purpose of discovering something unknown

Creating — to bring about through one's thought or imagination

Persisting — to continue to last or endure for some purpose or action

Paying Attention — to concentrate or to deeply apply oneself

Making Choices — to select or to prefer something or some activity

Practicing — to repeat for the purpose of acquiring a skill

Sharing — to give or receive a part of something

Feeling "In Charge" — to experience the sensation of being in command

Having Fun — playfulness; experience amusement

Learning — knowledge obtained through experience, practice, or study

G-T1

"PLAY IS"

Children learn many things through play. Think of your own children and how they play. Look at the list below. All of these "qualities" we want developed in our children. These are the building blocks for learning. What play situations have you observed where your children are learning or developing these qualities?

Pretending
Making Interesting Things Happen
Exploring
Experimenting
Creating
Persisting
Paying Attention
Making Choices
Practicing
Sharing
Problem Solving
Feeling "In Charge"
Having Fun
Feeling Free
Learning

LEVEL: GENERAL

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will facilitate child initiated play through observing, questioning, and encouraging.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review techniques and strategies that enhance and reinforce child initiated play. - Describing activity - Open-ended questions - Encouraging play	1. Leader Notes (G-L2) *Reinforcing Children's Play*	1. Leader will use notes on *Reinforcing Children's Play* which have been included.
2. Discuss how you can enhance children's play utilizing the various interest areas in the preschool classroom. Complete Transparency.	2. Handout and Transparency (G-H2, G-T2) *Extending and Enriching Children's Play*	2. Use Handout, *Extending and Enriching Children's Play*; use the activities from the "Block Corner," "Table Toy Area," etc. Note how this approach can reflect a sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).

REINFORCING CHILDREN'S PLAY

One of the primary ways in which teachers can use the information they gather from observing children in the environment is to validate and reinforce children's play. The process of reinforcement involves several strategies. First, teachers should convey to children that what they are doing has value. This may be done by describing what they observe, asking open-ended questions, and encouraging children to take the next step. These techniques are illustrated below.

- **Describing what children are doing:** "I see you have used all the square blocks today." Or, "You mixed the blue and yellow paint together, and look what you made — green!" Or, "I see you're having trouble getting that wet sand to go through the funnel."
- **Asking children to describe what they are doing:** "You've been working in the block corner a long time today. Tell me about the building you've made." Or, "You really seem to like the shells we collected. Tell me all you learned about them."
- **Asking questions that invite children to examine their own work and look for new possibilities:** "Your car is a long way from the gas station. What will happen if it runs out of gas?" Or, "That play dough looks very sticky today. What could you add to it to make it work better?"
- **Asking questions that encourage children to put together their information in order to arrive at an answer:** "Which of these bottle caps is the same as the one you put in the cup? How is it the same?" Or, "What do you think will happen if we hang all the dress-up clothes on one hanger?"
- **Asking questions that help children look for many possible ideas or solutions to problems:** "What are some different ways we can use play dough in the house corner?" Or, "What might happen if we all tried to climb to the top of the jungle gym?"
- **Asking questions that encourage children to explore their feelings and emotions:** "I think you're happy with the mobile you made. Tell me what you like best about it." Or, "How do you think Ira feels about sleeping overnight at a friend's house?"

Because they do not require one correct answer, the open-ended questions and statements just illustrated are designed to reinforce children's play and encourage their thinking. However, there are times when teachers need to assess a child's level of knowledge to determine what information that child has acquired. Questions such as "What color is this?" or "Do you know the name of this shape?" can legitimately be asked during one-on-one activities. Children should not, however, be placed in situations where they might feel incompetent in front of peers. Moreover, such questions should be asked only when the teacher wants to determine if the child has acquired a particular piece of information or knowledge. They are not questions designed to expand children's thinking. Children who have had many concrete experiences with color and shape and who hear the words describing these attributes will learn vocabulary through every day experiences. If a child has played with blocks, house corner props, and art media but has not volunteered the names for shapes, colors, or quantity, teachers can determine that child's level of knowledge by asking questions for which there is only one right answer.

EXTENDING AND ENRICHING CHILDREN'S PLAY

Because learning is a dynamic process, the teacher's role in the *Creative Curriculum* is to be responsive to children's changing needs and interests. Periodically, teachers need to enhance and alter the learning environment in order to provide new experiences, challenge the children's abilities, and respond to their growing interests. This is accomplished by doing the following:

- adding new materials, equipment, and props to the various interest areas;
- asking questions, offering suggestions, and answering questions in order to expand the children's play experiences;
- bringing in outside resources, such as visitors and people with special talents, to generate new ideas that children can use in play; and
- taking children on field trips that expand their areas of interest.

The individual modules of the *Creative Curriculum* describe in detail how the teacher can extend and enrich the environment in each interest area. Here are some examples.

BLOCK CORNER

- Wooden airplanes, helicopters, and Legos for building spaceships are added to the block corner in response to the children's interest in transportation play.
- As the children are building, the teacher says: "This airport looks like a busy place. Where do people park their cars when they come to get on the plane?"

TABLE TOY AREA

- Noting that the children have mastered the puzzles put out in the beginning of the year, the teacher leaves out some of their favorites but adds some new ones that are at the same level of difficulty.
- While the children are playing with manipulatives, the teacher says: "I see you have used all the red and yellow crystal climbers."

ART AREA

- The art area includes a rich variety of materials to stimulate creativity and experimentation — for instance, white paint to mix with colors to create pastels, a different type of clay or modeling dough, and colored chalk to use with liquid starch.
- When the children are painting, the teacher says: "You made a lot of colors by mixing the paints. Would you like to tell me about your painting?"

LIBRARY CORNER

- Books displayed are both age-appropriate and individually appropriate for the children. The books are changed regularly as teachers pick up on new interests expressed by the children, such as transportation modes or animals. The teacher selects new books that can expand play; for example, if the children in the house corner have been playing doctor and hospital, books on these subjects are added to the library corner.

- When the children are in the library corner, the teacher may say, "I have a new story tape I think you'll like. It's about one of your favorite books."

HOUSE CORNER

- Prop boxes that stimulate dramatic play — doctor, grocery store, office — are stored and brought out in response to the children's interests.

- When the children are playing in the house corner, the teacher might say: "Here's a box with some things a doctor might use to care for patients." Or the teacher might ask: "Would you like a magazine to look at while you wait to see the doctor?"

SAND AND WATER AREA

- Objects such as funnels, tubes, cups, shovels, and water wheels are located in the sand and water area to encourage the children to explore the properties of these materials.

- When the children are playing at the water table, the teacher may ask: "What could you use to get the water to go into that little opening in the bottle without spilling?"

OUTDOOR AREA

- The outdoor environment offers a rich resource for encouraging children's growth and development in all areas. Activities are planned for each day, and the children go outside at least once a day.

- Teachers help the children plant and care for a garden. A teacher may say: "Look at how many of our seeds have started growing. It looks pretty dry. What do you think our garden needs?"

Taken from *Creative Curriculum*

EXTENDING & ENRICHING CHILDREN'S PLAY

Block Corner	Table Toy Area	Art Area	Library Corner	House Corner	Sand & Water Area	Outdoor Area

LEVEL: GENERAL

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the need to be sensitive to the effects of various disabilities on young children's play skills.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the effects of disabilities on play skills.	1. Leader Notes (G-L3 and 4) *The Effect of Disabilities on Play Skills* Transparency (G-T3) *Effect of Disabilities on Play Skills*	1. Read and study both sets of leader notes, entitled *The Effect of Disabilities on Play Skills* which have been included.
2. Large group activity Fostering an understanding of disabilities through role playing. a. Cerebral Palsy – simulation activity – facts to share b. Visual Impairments – simulation activity – facts to share	2. Handouts (G-H3, 4, 5, 6, and 7) *Trying Harder* *Some Facts to Share About Cerebral Palsy* *Trusting* *Visual Impairments* *Facts to Share About Visual Impairments*	2. Become familiar with the materials and content of *Kids Come in Special Flavors.*
	Supplemental Resource *Kids Come in Special Flavors*	

THE EFFECT OF DISABILITIES ON PLAY SKILLS

A disability or delay can affect how a child plays, the kinds of play the child engages in, and the child's ability to use play as an avenue to learning and generalizing new skills or concepts. Although experiential background, personality, environment, and gender also affect how play skills develop, how children approach play, and the learning that the child takes from the play activity, children with disabilities will have distinct differences in their play. They may even need to be *taught* specific play skills before they begin to learn through play.

The child may have already learned adaptations to help her/him in manipulating materials or in interacting with others. You may have to teach needed adaptations such as how to get to materials or how to ask another child to play.

Physical Disabilities. Physical disabilities may effect the child's play in a variety of ways, depending on how the disability restricts movement. The child may have difficulty manipulating materials in a constructive or meaningful way. Certain conditions, such as cerebral palsy, may also restrict the use of speech.

Cognitive Disabilities. Delays or impairments in cognitive functioning may also delay the development of play skills. Children may need many opportunities to imitate and learn specific play skills before they are ready to put skills to work in the more generalized nature of play. They may also find it difficult to engage in high levels of socio-dramatic play because of difficulty thinking abstractly. Children with cognitive delays may also engage in more exploratory behaviors than in direct play behaviors.

Communication Disabilities. Difficulties with speech and/or language may inhibit the child's ability to enter into or initiate play with others, explain or comment about her/his own play, or play with the effects of words and language. The child may have trouble being understood by other children and adults and this may limit her/his ability to express desire for play materials or dislike of a play activity. ("I don't wanna.") Because language is closely related to cognition, problems with communication may interfere with ability to describe, extend or control play with others.

Sensory Disabilities. Children with sensory problems such as visual or hearing impairments may experience a variety of play problems. Orientation to play areas and materials can be a major difficulty for the child with limited vision. This child may also lack exploratory or imitative skills. He or she may not understand the use of materials or objects because of limited experience in watching models or in manipulating objects. Early object exploration techniques, such as putting things in the mouth may be observed. Hearing impaired children may lack language and speech skills and, thus, may have problems similar to the child with communications difficulties. These children also may not be able to respond to initiations by others and may be perceived by other children as not wanting to play. Opportunities for social play may be limited by this lack of responsiveness.

Social, Emotional and Behavioral Disabilities. Children's behavior often interferes with engagement in play and with development of play skills. Constant withdrawal from others or from materials and activities restricts the child from social play and from manipulation of objects. Aggressiveness may limit the types of activities that the child is invited to join in by others and may lead to misuse and destruction of materials. Many children may have difficulty using play as a tool for generalizing skills because of their focus on repetitive or stereotypic use of materials. Other children may have difficulty concentrating on specific play activities long enough for real involvement to occur. Some children may be extremely fearful of new things and may be unwilling to risk exploration of materials with differing textures, size, or functions. The development of interactive play skills in handicapped children, which moves from being adult oriented to object or toy oriented to peer oriented can inhibit the development of social interactions with peers and delay the sequence of social play development.

Medical Disabilities. Health problems may be serious enough to hinder the development of play skills or inhibit the use of play learning new skills. A child whose movement is restricted by a health condition such as severe cardiac problems or asthma may tire easily and may engage in motor play in only very limited ways. Children who have been hospitalized frequently may lack the ability to initiate social or play interaction with other children. New techniques in care and programming for hospitalized children which focus on opportunities for learning, play, and interaction within the care setting are beginning to address the lack of stimulation in medical settings for young children.

Cultural and Social Class Issues. There is some debate regarding whether culture and social class affect play in a negative way. Smilansky, in her 1968 studies, found distinct differences in the imaginative play and use of language in play between children from low income and children from middle income homes. Other studies corroborate these findings and also discover that the quality or level of dramatic play is lower among low-income children. Later studies, however, by Golomb (1979) and Stern, Bragdon, and Gordon (1976) have failed to confirm these findings.

Other studies have noted differences in the development of play skills across cultures or ethnic groups. For example, fantasy and imaginative play are virtually absent in some societies such as Russian and East African, but very rich and diversified in others such as New Zealand and Okinawa (Johnson, et al., 1987).

Culture and socio-economic status are variables that affect the availability of materials, space for play, and adult encouragement and modeling which influence, in turn, play behavior and development.

Because most disabilities can have an impact on more than one area of development it is important to be aware of individual differences in the development and use of play skills. Careful observation of children's interactions with objects and with people will provide a better picture of how each child's disability affects her/his play.

EFFECTS OF DISABILITIES ON PLAY SKILLS

Physical

- inability to grasp and manipulate objects in a constructive way
- may restrict the use of speech in some children with cerebral palsy

Cognitive

- delayed cognitive functioning may also delay development of play skills
- may have difficulties engaging in high levels of socio-dramatic play because of difficulty in thinking abstractly

Communication

- may inhibit child's ability to enter into or initiate play with others
- may have trouble being understood by other children
- may limit ability to express desire for play materials or dislike of a play activity

Sensory

- orientation to play areas and materials can be a major difficulty for children with limited vision
- children with hearing impairment may not respond to other children initiating play and therefore are perceived by others as not wanting to play

Social/Emotional

- withdrawal from others
- aggressiveness
- hyperactive
- fearful of new things

Medical

- movement restricted by a health condition
- absences from school may inhibit ability for social or play interaction

EFFECTS OF DISABILITIES ON PLAY SKILLS

- Physical
- Cognitive
- Communication
- Sensory
- Social/Emotional
- Medical

TRYING HARD

(May be used with children four years of age and up)

GOAL To help children understand the difficulty of performing simple tasks without the normal use of their hands.

MATERIALS Two pairs of heavy mittens or heavy socks for each participant.

DIRECTIONS Ask children to put two pairs of the mittens/socks on their hands and perform simple daily tasks like:

- putting on or removing coats
- getting books off the shelf
- looking at books
- opening doors
- eating a meal
- getting a drink
- dressing skills (tying, buttoning, zipping, etc.)

The mittens/socks should be kept on for at least one-half day.

THOUGHTS FOR DISCUSSION "What problems did you have in trying to open the door knobs, eat, look at books, etc.?"

"How did you finally manage to do what you had to do?"

"How long did you try to do these things?"

"Did you see how important it is to be able to use your hands?"

Using your hands is important in doing even simple tasks.

G-H4

SOME FACTS TO SHARE ABOUT CEREBRAL PALSY

There are 25,000 children born with cerebral palsy each year. Some will need support services all their lives. Cerebral palsy is rarely the same in any two children, which is why each child must be treated individually. There are five types of cerebral palsy and a child may have one or a combination of types.

Sometimes the child is *spastic* and has difficulty making accurate movements. Sometimes a child is *athetoid* and has uncontrolled movements. Sometimes the child is *ataxic* and has poor body balance and depth perception. A child may experience *tremor* or *rigidity*.

The child with cerebral palsy can learn to do many things for himself with the proper training. Along with the family doctor, the surgeon and the neurologist, there are therapists who help with the medical management of a child with cerebral palsy.

The *physical* therapist gives the child exercises to keep his muscles from getting stiff and helps the child learn to sit, crawl, stand or walk independently. The *occupational* therapist will help the child learn the skills he needs for activities of daily living such as eating, dressing, writing, etc. The *speech therapist* works on speech or communication training and activities involving the mouth in chewing, swallowing, and breathing.

Many times the child's mind is normal and he can see, hear, and think the same as you and I. He can learn, in spite of his physical disability, with the help of those on the educational team. Teachers, psychologists, volunteers, and aides are invaluable in the special education of the orthopedically handicapped child.

TRUSTING

(May be used with children four years of age and up)

GOAL To help children feel what it's like not to be able to see.

MATERIALS Gauze pads and gauze bandage

Soap

DIRECTIONS Select children to be blindfolded. Ask for volunteers. Place a gauze pad over each eye. Secure the pads with gauze bandage and fasten with tape.

Make a thick lather with the soap and smear it on the outside of the glasses of a student so that vision is somewhat impaired. Letting the lather dry and re-coating will impair vision further.

Ask child wearing blindfold to walk around room/building with an assigned buddy. A yardstick could be used for a cane.

Assign a "buddy" to help each child with a disability. The buddy *MUST* remain with the student who is disabled *AT ALL TIMES. Emphasize the importance of this responsibility.*

THOUGHTS FOR DISCUSSION "What problems did you have?"

"How did you work them out?"

"What senses did you need to use?"

"Describe some of your feelings about not being able to see."

"What could you still do on your own?"

"When did you want someone to help you?"

"When did you NOT want someone to help?"

VISUAL IMPAIRMENTS

A person may be born with a visual impairment, or acquire a visual disability through injury, disease, or old age.

The term *PARTIALLY SIGHTED* means a person has a vision of 20/70 to 20/200 after correction with lenses. Persons who are *LEGALLY BLIND* have less than 20/200 vision with glasses.

Some can read enlarged print like this.

A person experiencing *TOTAL BLINDNESS* cannot tell light from darkness.

Visually impaired people can do almost everything other people can do. When they travel, they might use a cane, a partner, or a guide dog to help them. At home or in a familiar environment, they do not need help; they rely on memory and the sense of touch.

SOME FACTS TO SHARE ABOUT VISUAL IMPAIRMENTS

COURTESIES TOWARD A BLIND PERSON

1. Always be natural with a person who is blind. Talk directly to them, not their companion.
2. Let them take your arm; don't grab theirs. They will walk a half-step behind to anticipate curbs and steps. They will want to use a hand-rail going down steps, if there is one.
3. Address them by name. Otherwise, they may not realize you are talking to them.
4. Room and car doors left open, toys and pets under foot are all hazards for a blind person.
5. You may ask if they wish help in cutting meat at dinner, etc. Describe location of food on the plate according to the face of a clock, such as "meat at seven o'clock".
6. A blind person uses words like "see," as sighted people do.
7. A person who is blind considers the disability as an *inconvenience*. They have worked hard to develop other senses and do not want pity.
8. As guests, they will appreciate knowing where the front of the room is, where to hang a coat, the location of desks, etc.
9. After you discuss blindness with them, remember, it is an old story to them. A blind person has many interests, as you do.
10. Remember he or she is a person … who happens to be blind.

GOAL 2

P.L.A.Y.

BEST COPY AVAILABLE

LEVEL: GENERAL

GOAL: **#2** Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will become familiar with the relationship between play and the developing child.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review information about the value of play for young children. Ask participants why they think play is important for children and cite examples: – in the home – in preschool – in the community Introduce and discuss the relationship between play and the development of the child with a disability. Generally discuss the ways children with disabilities can participate in play activity.	1. Handouts (G-H8, 9, and 10) *The Importance of Play* *Values of Play* *Play: From Infancy to Age Five* Transparency (G-T4, 5, and 6) *Play in the Home* *Play in the Classroom* *Play in the Community* Leader Notes (G-L5) *What is the relationship?*	1. Work with audience and encourage participation during discussion of Handouts. Use Handouts at Leader's discretion. Note how diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence children's play. Give examples of play in each setting. Leader has option of choosing. Read and study leader notes *What Is the Relationship Between Play and the Child with Disabilities* and *What Can the Child with Disabilities Gain from Play?*
2. Small group activity Ways children with particular disabilities can participate in specific activities - Worksheet (G-W1).	2. Transparency (G-T7) *Play Activities and Children with Disabilities* Worksheet (G-W1) *Play Activity*	2. Show Transparency on *Play Activities and Children with Disabilities.* Ask participants to break up into small groups and identify ways that children with these specific disabilities might participate in each activity. Use Worksheet G-W1. Discuss results in large group.

G-H8

THE IMPORTANCE OF PLAY

Play is important to the child in many ways. Play is the child's work and an essential way of learning probably through the eighth year of life. The following list describes many of its benefits —

1. **Play** allows the child to:
   - Explore
   - Discover things and people in his environment
   - Be free
   - Make decisions/be in control/use judgment
2. **Play** allows the child to:
   - Try things/risk
   - Practice
   - Repeat
   - Plan
   - Concentrate
3. **Play** helps the child to:
   - Build relationships with others (children and adults)
4. **Play** helps the child to:
   - Learn concepts/academics
   - Learn about life/imitate adult roles
   - Learn about the world
   - Learn new interests
5. **Play** helps the child to:
   - Use up energy
   - Develop in all areas
   - Grow in size, control, dexterity, maturity, and strength
6. **Play** allows the child to:
   - Imagine
   - Fantasize
   - Create
7. **Play** helps the child to:
   - Work through feelings
   - Experience emotions
   - Learn empathy for others
8. **Play** helps the child to:
   - Understand language
   - Communicate verbally
   - Communicate through actions
9. **Play** helps the child to:
   - Develop a positive self concept
   - Have a diversion from the routine

VALUES OF PLAY

Intellectual

Play holds an important place in the development of the cognitive domain of the child. Through the play experience, the child can:

- Develop decision making/problem solving skills
- Improve his cognitive process
- Learn basic life skills
- Learn directionality and directional concepts
- Develop knowledge in leisure activities
- Learn to follow directions
- Develop an interest in various subject areas
- Be motivated to learn through doing

Psychological

Through the play experience every child learns skills which have an effect upon his/her psychological development. The play environment provides the perfect mechanism to coordinate the value areas and evidence of the child's development. Among the psychological values are:

- Enhancement of self-esteem
- Development of emotional control
- Creation of positive attitudes and values toward self and others
- Recognition of how actions affect others
- Adjustment to and acceptance of their disability
- Assistance in reality orientation

G-H10

PLAY: FROM INFANCY TO AGE FIVE

Play is a developmental process, that involves many aspects of growth. As children play and mature, they grow physically, intellectually, socially, and emotionally. Whether a child is five months or five years old, play is the best tool for fostering learning.

Children love to play. At different ages their play styles and interests grow and change. There are many ways you can facilitate their growth. Babies will benefit from playing with you. Laughing, singing, and cooing to babies are early beginnings of social play experiences for them. Also, a variety of toys and play objects for them to explore facilitates their eye-hand, motor, and intellectual development.

Older children will enjoy your participation in their play themes and ideas. Your involvement can enrich their play while communicating to them that their play is important. Also, providing props, toys, and TIME for them to interact with each other is important.

Here is a chart to help you understand your children's play at different ages and stages of development. Knowing what to expect can help you plan play experiences that are appropriate and fun for your kids.

PLAY: FROM INFANCY TO AGE FIVE

	Infants to 18 Months	18 Months to 3 Years
General Development	• Major advancements in physical development (walking) • Major developments in language (talking) • Is learning about the world, especially through taste and sight	• This age group is very curious • Walking is a new means of independence and a great way to explore everything • Experimentation with the joys of language — especially the word "no" • Temper tantrums
Social Play	• Plays alone and with no regard to other babies • Laughs during play • Enjoys looking at self in mirror • Peek-a-boo and pat-a-cake are favorite games	• Parallel play: Children play with similar toys — like pails in the sand — but don't interact while playing • Play on their own • Will not share • May take toys from others
Physical Play	• Baby is gaining control of body, crawling, standing, trying to walk • Follows the movements of objects with eyes • Hits, holds, and drops objects • Baby is exploring her environment	• Stands, walks, and turns pages of a book • Uses large and small muscles • Kicks and rolls a ball, pulls a wagon, and rides a small trike or big wheel • Chases other children
Cognitive Play	• Baby repeats banging and sucking movements • Imitates sounds and facial expressions • Learning characteristics of toys • Baby plays with one toy at a time and can control it	• Functional play: Child's play is thought through — ordering, gathering, and dumping objects/materials • Children use more than one toy at a time • Trying out new roles and situations through fantasy play • Pretend themes
Age Appropriate Toys	• Rattles and mobiles • Bars to hold onto when learning to walk • Pots to bang • Mirrors • Water toys and soft blocks (with holes) • Light ball between 8" and 24" in diameter • Plastic containers	• Balls • Books with cloth pages • Toy phones • Wagons • Beads to thread • Unit blocks • Play corner and simple play props
What You Can Do	• Give baby lots of crawling room • Spend time playing with baby • Provide different types of sensory stimulation • Facilitate baby's self-awareness with mirror and peek-a-boo games	• Encourage children to play together • Allow children to make choices about what they wish to play with • Provide lots of small and gross motor toys • Encourage children to play out fantasies

G-H10

	3 to 4 Years	4 to 5 Years
General Development	• Like to please adults • Very independent and begin to assert independence • Still some tantrums and the need to say "no" • Interested in other children	• Ask lots of questions • Children at this age are extremely egocentric — they view things only from their perspective • Imaginary friends are big with this age group • Very active: often destructive
Social Play	• Associative play: Children play together, talk to each other while playing, and engage in a common play activity • Play intentions are still different • Sharing is still a difficult behavior	• Cooperative play: Children play with others and can wait their turn • Three or more children play together • Sharing is a common behavior • Children may have a common play goal
Physical Play	• Children like to balance and tiptoe • Love moving rhythmically • Climbing steps and small ladders • Kicking a ball and catching a large ball are favorite activities • Jumping is fun	• Enjoy chasing games and obstacle courses • Ride small bikes with training wheels • Can button shirts, tie shoes • Skip, hop, run, skip rope, and do puzzles
Cognitive Play	• Constructive Play: The child builds structures • Uses materials such as blocks, paints, and clay to make things • Children engage in pretend play — taking on the role of a familiar person such as mom or dad	• Involvement in constructive play more than 50% of the time • Role playing is based on more complex and less familiar people and situations (often based on fiction such as superheroes, etc.) • Complex structures are built (blocks, clay)
Age Appropriate Toys	• Dress up props of familiar people for dramatic play • Unit blocks, duplo blocks, and snap blocks • Balance beams and slide and ladder structures • Play dough, crayons, sand • Dolls	• Blocks, legos, sand, water, and wood work • A bike with training wheels and scooter • Climbing structures • Fantasy play props • Tape recorders and musical instruments • Puzzles and dolls
What You Can Do	• Encourage children to experiment with creative materials • Allow children to make choices • Encourage and support fantasy play • Allow lots of physical activity	• Use props and stories to encourage fantasy play • Avoid sex role stereotyping in fantasy play • Help children share and take turns • Provide choices rather than "you must"

PLAY IN THE HOME

Why play is important for preschool children in the **home**

1.

2.

3.

4.

PLAY IN THE CLASSROOM

Why play is important for preschool children in the **classroom** (or program of choice).

1.

2.

3.

4.

PLAY IN THE COMMUNITY

Why play is important for preschool children in the **community**.

1.

2.

3.

4.

WHAT IS THE RELATIONSHIP BETWEEN PLAY AND THE CHILD WITH DISABILITIES?

For children with special needs, developing play and play skills is particularly important. Difficult tasks can be more easily learned when taught in a play environment. Developing play skills would encourage other children and siblings to play with the child with special needs. Play encourages normalization because all children are involved in play at one time or another.

Many times children with disabilities may not pick up play skills as easily as their non-handicapped peers. They also may use toys and materials inappropriately or lack the spontaneity that normally developing children have. Special needs children may need verbal clues, modeling, or physical prompting to play appropriately. They may also have a limited ability to continue playing for extended periods.

The child with a physical disability may lack some motor movements related to social interaction, such as waving or smiling. A limited play experience will also limit social interaction. For example, blind children may not look at peers or smile at peers. They must be trained to turn their heads in the direction of a voice. Hearing impaired children may not receive the vocal messages of other children and therefore cannot respond in the same way.

A child with special needs who exhibits low levels of social interaction will show an increase in cooperative play when peer modeling and positive reinforcement are introduced.

Children with special needs may also be lacking in play skills. Children with motor impairments cannot explore the environment as other children do. They may require adapted toys or other adaptive equipment in order to encourage play behavior.

WHAT CAN THE CHILD WITH DISABILITIES GAIN FROM PLAY?

Difficult tasks are more easily learned through play, and play encourages peers to interact with exceptional children.

Play is a natural activity and should be fun and satisfying. Play helps children express themselves emotionally and creatively and gives them the opportunity to make choices. A child becomes more competent through play, mastering old skills through repetition and learning new skills through experimentation.

Children with special needs may need help to actively engage in play activities. The teacher must offer appropriate play opportunities for these youngsters.

- Children with visual impairments may need tactual clues (e.g., strips of tape on floor to show different play areas) in order to engage in play.
- Children with physical disabilities need to be positioned in a way that enables them to participate in group activities (e.g., a paint brush pushed through a tennis ball will allow a child to have a better grip).
- Children with hyperactivity may be helped by the teacher to channel his or her energies constructively, and by limiting stimulation, the child can enjoy a satisfying play experience.

G-T7

PLAY ACTIVITIES AND CHILDREN WITH DISABILITIES

Activity	Type of Disability Child Has
Painting a Picture	Orthopedic Disability Visual Disability
Sing-a-Long	Hearing Disability Mental Retardation
Dramatic Play	Orthopedic Disability Learning Disability
Reading Stories and Looking at Pictures	Hearing Disability Visual Disability

LEVEL: GENERAL

GOAL: **#2** Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will become familiar with the value of observing the child in play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Ask participants to describe a recent time when a child they know was playing. – ask for comments about the activity	1. Leader Notes (G-L6) *Suggestions for Observing Play*	1. Read and study Leader Notes. Assist audience — if no volunteer, leader should cite an example.
2. Large group activity Ask participants to watch children in play and comment on their observations. – ask participants what they think was happening Review ways play can be observed. – value of family input	2. Show play segments from any video, such as: *Time Together - Learning to Play with Young Children* Transparencies (G-T8, 9, and 10) *Parents Observing* *Observing Play or Verbs That Play* *Parent Observations Quote*	2. Try to expand participation by open-ended questions. – assist participants with subtle suggestions Discuss age appropriateness of play activity and individual appropriateness (e.g., how was the child's individuality expressed?). Mention the value of family input Discuss how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence parents' perception of play.

G-W1

PLAY ACTIVITY

Activity	Type of Disability Child Has	Ways Child Can Participate
Painting a Picture	Orthopedic Disability	
	Visual Disability	
Sing-a-Long	Hearing Disability	
	Mental Retardation	
Dramatic Play	Orthopedic Disability	
	Learning Disability	
Reading Stories and Looking at Pictures	Hearing Disability	
	Visual Disability	

SUGGESTIONS FOR OBSERVING PLAY

1. Play behaviors should be observed over time rather than confined to one or two observations. This minimizes the effect of transient factors such as play materials that are uninteresting or incompatible groups of children.

2. Plan observations for after the children have had a chance to become familiar with each other. Most children will exhibit higher levels and more complexity in their play with children they know and have played with before. Children who are withdrawn or children who are aggressive may not display appropriate skills in unfamiliar settings with new people, though they may seem perfectly competent with friends.

3. Set up the environment to allow children to display the full range of their abilities. Children will not display constructive play skills if there are no materials to construct with nor will they demonstrate cooperative play skills with no one to interact with. Be sure to look at children in a variety of settings including both indoors and out.

4. Be systematic in your observations. Information that is not recorded may not be remembered when the children have left for the day. Developing easy-to-use recording forms will help you to focus your observations on specific kinds of skills and to record them promptly and accurately. Scheduling observation times will ensure that children's skills are looked at on a regular basis.

From "Play", RAP Vol. 4, Issue 4

PARENTS OBSERVING

Parents should be encouraged to observe their own children in play as well as others, when they visit the classroom.

Where else can play be observed?

1.

2.

3.

OBSERVING PLAY OR VERBS THAT PLAY

PLAY ←——→ ACTION

ACTION ←——→ PLAY

(A FEW EXAMPLES)

CONSTRUCTING
BUILDING
CLASSIFYING
ORDERING
BALANCING
MULTIPLYING

EXPERIMENTING
MEASURING
ORGANIZING
IMPROVISING

EXPRESSING
RESPONDING
MOVING
CREATING

SOCIALIZING
COOPERATING
VERBALIZING
PRETENDING
ENCOURAGING
SHARING

PARENT OBSERVATIONS QUOTE

"Have parent volunteers participate in team planning and evaluation sessions on the days they work in the classroom. Encourage them to contribute their observations, insights, and ideas to the team's formulation of the next day's plan."

Hohmann, Banet & Weikart (1989), p. 26.

LEVEL: GENERAL

GOAL: #2 Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will value the importance of knowing some of the factors (variables) that influence play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review and discuss the benefits of play for preschool children with disabilities. – physical – cognitive – communication – sensory disabilities – social/emotional/behavioral disabilities – other Ask participants if they have an experience to share regarding play interactions with children who have disabilities (or one they observed). – ask participants to recall their feelings/ attitudes – ask participants to recall their comfort level – ask participants to discuss the positive aspects of play	1. Use blank Transparencies for recording.	1. Refer to previous leader notes, *What the Child with Disabilities Can Gain From Play.* List group generated points on a blank Transparency. Review RAP Monthly Resource *Play* as listed above. Leader should be prepared to offer an example if necessary.

GOAL 3

P.L.A.Y.

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LEVEL: GENERAL

GOAL: #3 Understand the correlation between play and learning related activities.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will define play in terms of its importance to the growth and development of young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review the definitions of play. List all the contributions. Share definitions from researchers and educators.	1. Transparency (G-T11) *Definitions of Play*	1. Read and study the facilitator's guide, *Time Together: Learning to Play with Young Children*. Viewer's guide has been included.
2. Large group activity Introduce the video, *Learning to Play with Young Children* and distribute the viewer's guide. Review major points of the video presentation.	2. Video: *Time Together: Learning to Play with Young Children* (video, facilitator's guide, viewer's guide). Viewer's guide may be used as a Handout. Leader Notes (G-L7) *Viewer's Guide*	2. Preview video, *Time Together.* Video for activity can be borrowed from SERRC. If video is not available, read and study viewer's guide to generate discussion of major points.

G-T11

DEFINITIONS OF PLAY

“Play is a child’s work.”

Maria Montessori

“Play is what we enjoy while we do it.”

John Dewey

“Play is the principal business of childhood.”

Jerome Bruner

“Play is the activity by which the infant or young child learns about herself and the world.”

David Elkind

“A child’s job before the age of six is to learn to make sense out of the world, not to memorize material that has little meaning without the necessary neural structure.”

Jane Healy

"Children learn ...

- cooperation
- problem solving
- language
- mathematics

... and develop ...

- curiosity
- self-esteem
- strength and cooperation
- self-direction
- values

... when we enrich their play."

Play is FUNdamental, NAEYC

TIME TOGETHER: LEARNING TO PLAY WITH YOUNG CHILDREN

VIEWER'S GUIDE

Learning Through Play

As we watch young children, it's clear that there's nothing more natural to them than play. And researchers tell us that children at play are doing more than enjoying themselves — they're developing skills and knowledge, too.

Play is the tool young children use to learn. It's active, hands-on experience — seeing, hearing, touching, feeling, smelling, and tasting, getting totally involved.

Play and development

Physical skills

In play children are developing physically, building small and large muscles. They're learning what their bodies can do, practicing, gaining strength, balance, and coordination.

Thinking skills

While children play, their active minds are working. They're learning how to think, taking in information and organizing it, seeing how to make connections, how to solve problems and understand the things they touch and see.

Language skills

Playing, children listen to others use language, hear how words sound and how they go together in sentences. And, they have lots of opportunities for conversations where they can practice using language.

Social-emotional skills

As children play, they figure out acceptable and effective behaviors: how to make friends, how to get along, how to resolve conflicts. Social skills are a key to enjoying others and building self-esteem. At the same time, children at play can explore and work out some of their feelings.

Should Adults Join Children at Play?

Children need lots of time to play on their own — to find out what they can do, by themselves and with other children. But they also need us to play, too. They're excited about what they're doing and want to share it.

We hear so much about quality time, but what, really, is it? It's the time we spend with children doing what's fun for them — and usually that's playing.

The benefits of taking the time to play with our children go beyond enjoying being with them, and include:

1. helping us understand more about how our children think and feel, so we can have a better relationship with them;
2. helping children feel special; giving them recognition and encouragement so they can build confidence and self-esteem; and,
3. helping children learn from their play by giving them our focused attention, encouraging them to become more deeply involved so they have more opportunities to absorb more information.

Some people seem to know instinctively how to interact with young children. But most of us need: (a) some guidance, (b) a better understanding of what children need, (c) time to practice with them.

Observe the Play

Learning to be a good play partner starts with observing the child at play. Many adults find they've never taken much time to do this. But once they become convinced of the value of play, the idea of observing makes good sense.

Observing is simply taking some time to sit back and watch our children. To observe effectively, we need uninterrupted time — even if it's only five minutes — when we can concentrate on the child.

It's best to get down to the child's level, to sit on the floor. When we get down where we can see play from the child's perspective, we pick up much more than when we're sitting in a chair or standing up.

Here are some things to observe for:

1. What does the child choose to play with?
2. How does she use the object or material?
3. What types of things seem to hold her interest the longest?
4. Does she seem to experiment, to discover and/or figure things out?
5. Can you think of what she might be learning from her play?

Follow the child's lead

Now we're ready to join play. And the key rule is: **Follow the child's lead!** Sometimes it's easy to forget that this is the child's play — and the child's special time. Suddenly, we may find ourselves captivated by how we can build such an interesting block tower, or how many pieces of the puzzle we can find.

When we take over the child's play, we're sending strong messages like: Your efforts aren't good enough. Or, what you're doing isn't important. Keep in mind the goal is to support the child — to focus on her ideas, choices and pace of play.

Getting started

In the videotape, you watched Nancy playing with Gary. He asked her: "Will you play with me?" Nancy's response was: "Sure, what should I do?" Being direct works well with some children. We can ask questions like: "How can I help? Who do you want to pretend to be? Who should I be?"

Be careful to ask in a manner that doesn't put children on the spot. If they don't feel like answering, it's OK. Keep watching them play and see if you find other ways to assist them.

Help the Child Focus

Giving attention

A good way to support play is to help the child focus more intently on what he's doing. Think back to the video example, where Carrie was with two boys pouring water into funnels at the water table.

To encourage the children to become more aware of their play, Carrie showed her enthusiasm — paying close attention to what the boys were doing. This alone communicates interest. We're all flattered and encouraged when someone pays attention to our activities. It makes us want to show them more, to keep them involved.

Using description

The other thing Carrie did was to describe what she saw: "Oh look! You're doing it differently. You're pouring water in the little end, and Nicholas is pouring water in the big end."

She invited the boys to notice a number of things: that the sizes of the funnel openings were different; that each had made different choices in how to use them (but one was not right and one wrong); and, that water went easily into the large end but poured over the side of the small end.

Describing helps children notice things. It gives them information they can use to build new concepts and language. We may not see evidence of this immediately. But children are like sponges. They're taking in information all the time. And play times offer wonderful opportunities to give them information — in small amounts and in ways that make sense — like talking about water while the child is pouring it.

In describing, we don't want to overload children with information. We have to think about the child's level of language and try to match what we say to their ability to understand. We also need to pace our comments so that we don't interrupt the flow of play.

Helping Children Learn

The amount of information a young child takes in — and makes sense of — during the early years is staggering. Much of what a child discovers and learns comes from being deeply involved in all kinds of play experiences.

When we become good play partners, we not only join our children in having fun — we also support their natural way of learning about the world.

LEVEL: GENERAL

GOAL: #3 Understand the correlation between play and learning related activities.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will select, evaluate, and match toys and materials to appropriate developmental level of young child.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Distribute *Stages of Development Questionnaire* and ask participants to read the material and complete the form. After participants have completed the questionnaire, distribute *Preschool Stages of Development* and read information and match their response on questionnaire with stage description. Distribute *Appropriate Toys for the Preschool Child.* Ask participants to match their child's stage of development with the appropriate toys. Stress with participants the importance of matching the appropriate toys to their child's stage of development.	1. Handouts (G-H11, 12, and 13) *Stages of Development Questionnaire* *Stages of Development* *Appropriate Toys for the Preschool Child* Handouts (G-H14-18) *Activities That Promote* *Learning Through Play - A Developmental Guide* *Valuable Things to Save* *Shaking, Banging, Pushing, Pulling* *Toys to Fit the Child* **Supplmental Resource** *Toys: Tools for Learning,* NAEYC.	1. Use *Stages of Development Questionnaire* which is from "Enriching the Learning Environment," Module C from "Family Ties" - a workshop series for parents of young children, developed by the Ohio Coalition for the Education of Handicapped Children. Become familiar with this module and all the information and materials that are available. Note how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence selection of toys for a child at home. Several additional Handouts have been included which could be provided to participants. They are (G-H14-18).

G-H11

STAGES OF DEVELOPMENT QUESTIONNAIRE

Many children move systematically from being very dependent on adults at birth to become independent as they grow up. Young children go through various stages of growth in a definite sequence. Some children move quickly through certain stages and others take a long time at different points along the way, some children go through the same basic steps. Some children due to their disability learn to adjust and adapt to accomplish various steps.

DIRECTIONS: Read the descriptions of child behavior below. Does A, B, C, D, or E most closely describe your child?

A. My Child:

- creates things from blocks or objects, for example the block structure becomes a house or garage
- plays alone or with other children for periods of time without some supervision
- uses sentences at least five or six words in length
- wants detailed explanations for things seen or heard
- gets dressed or undressed with very little help
- feeds self with a fork and spoon and uses the toilet without help

B. My Child

- explores or checks out toys and other objects around the house
- needs continuous supervision
- uses words or sounds to communicate sometimes; but will not always around strangers
- cooperates with having hands and face washed and getting dressed sometimes
- takes off some things, such as socks and shoes
- feeds self a cracker or cookie and uses a spoon

C. My Child:

- uses pretend play without toys or materials
- enjoys a variety of board and card games such as "Candyland" and "Go Fish"
- enjoys group activities with several friends and prefers certain children as playmates
- talks about the past and future (trips, holidays, birthdays, etc.)
- tells stories in sequence from TV shows and books
- dresses and undresses without help and goes to the bathroom at night without help
- uses a knife, fork, and spoon and can make a sandwich for self

D. My Child:

- knows how to use a variety of toys and objects as expected such as pushing cars or marking with a crayon, looks at pages of a book
- plays alone for brief periods of time without supervision
- experiments with putting several words together in different ways
- eats with a spoon and cup without help
- gets undressed without much help and tries to put on some clothing as well

E. My Child:

- cries or fusses to let you know that feeding, diapering or attention are wanted
- reaches for parents and familiar others to be picked up
- plays pat-a-cake and peek-a-boo
- will repeat sounds we say to him/her if they are familiar
- drinks from a cup if it is held
- tolerates you dressing him/her without fussing
- smiles in response to a familiar person

PRESCHOOL STAGES OF DEVELOPMENT

Stage I (E)	**Age of Dependence:** This is the time of greatest growth in children. They move from being dependent on you for food, movement and stimulation to beginning to control these things for themselves. By the end of this age, they can begin to walk alone, begin to indicate what they want, and entertain themselves for very short periods of time. This is a time of self-centeredness. Children of this age are not selfish, rather they see the world from their own view. The skills developed during this time are the foundation for all later development.
Stage II (B)	**Age of Beginning Exploration:** This is the age of continuing change for children. Their independence is increasing in feeding themselves, and in getting around the house and yard. Children at this stage occupy themselves for short lengths of time and tell you what they want. The world is what they can do to it. The world is action and making things happen.
Stage III (D)	**Age of Exploring:** This age is one of many changes. Children at the beginning are very different when compared to the end of this stage. It is time for practicing skills that a child has learned earlier and to become more "grown-up." The children may seem like a baby at times and more like an independent child at other times. Sometimes this makes understanding a child's wants very difficult for parents. By the end of this age, however, the child has mastered many more skills and language, so that they become talkers and explainers as well as doers.
Stage IV (A)	**Age of Beginning Independence:** Children in this stage are becoming more aware of the effect of the environment and are interested in helping with routines of the household. They like to please and will become more aware of others and their feelings. They begin to use language to show feeling and to ask questions. Children during this age begin to invent people and objects in pretend play. They can take care of their daily self-care needs with little supervision. Children can apply what they learn in one situation to another.
Stage V (C)	**Age of Independence:** By this time, children have acquired most basic skills and are beginning to perfect, expand, and specialize them. They are getting ready for school.

APPROPRIATE TOYS FOR THE PRESCHOOL CHILD

Stage I	**Age of Dependence:** rattles, mobiles, spoons and pots to bang, mirrors, plastic containers, squeak toys, crib gym exercisers, soft blocks, teething rings, rubber blocks.
Stage II	**Age of Beginning Exploration:** pounding and stacking toys, floating tub toys, picture blocks, push-pull toys, small take-apart toys, nested boxes or cups, stacking rings, musical and chime toys, books with simple pictures, balls.
Stage III	**Age of Exploring:** ride-on-toys, blocks of different sizes and shapes, dolls, simple puzzles, take-apart toys with large parts, simple musical instruments, simple trains, cars, and trucks, sandbox toys, additional picture books.
Stage IV	**Age of Beginning Independence:** wading pool, child-size play furniture, simple dress-up clothes, crayons, markers, and paper, finger paints, playdough, farm, village, and other play sets, simple construction sets, housekeeping toys, large tricycles, simple story books.
Stage V	**Age of Independence:** additional dress-up outfits, bathing, feeding and dressing dolls, puppets and theaters, store-keeping toys, playhouses, trains, race car layouts, sleds, wagons, bicycle, backyard gym sets and jungle gyms, records, record and tape players, radios, story books, sketch pads, elaborate construction sets.

ACTIVITIES THAT PROMOTE

Exploration ... Manipulation ... Curiosity Problem Solving ... Imagination

All children go through stages of liking and needing to perform certain kinds of play. By watching to see what kind of play children like to perform, parents and teachers can substitute safe, appropriate materials for inappropriate materials or costly toys.

The following is a list of play activities young children, from infancy, typically get very interested in at different stages of their development. Watch your child for a while to see if you can identify one or two kinds of play that your child seems to "practice" over and over.

- Observing
- Shaking, banging, pushing, and pulling
- Putting things into and out of containers
- Stacking and nesting objects
- Fitting things together and taking them apart
- Sorting and matching objects
- Imitating people's actions and behaviors (pretending, dressing up, etc.)
- Opening and closing
- Filling, dumping and pouring
- Snapping, buttoning and zipping
- Exploring how things fit
- Putting things in groups

Once you know what kinds of play your child likes, you can easily find materials which will entertain and involve him. Giving a child a variety of safe and interesting materials can usually prevent the "getting into everything" problem as well as helping him grow and develop. Practical, inexpensive, easily replaceable play materials are usually available in your home. Some of these ideas are included in your Resource Packet.

LEARNING THROUGH PLAY — A DEVELOPMENTAL GUIDE

(*The Clinical Connection*, Spring, 1987)

When choosing a toy for a child, it is most important to observe what a child is now capable of doing and what he/she is beginning to master rather than using strict age guidelines. This chart is intended for use as a guide for choosing an appropriate play activity according to each child's level of development.

For more information concerning specific toys write to KAPABLE KIDS, P.O. Box 3912, New Hyde Park, NY 11040 or call 516-437-2882.

When a child is able to:	Provide:	To encourage:
0-3 MONTHS		
Follow objects with eyes	Mobiles (musical or silent), mirror	eye movements/attention to movements
Respond to sound by turning head or by general body movements	musical mobiles, radio, rattles	listening, following sounds
Grasp objects when put in hand	small handled rattles	grasping/body awareness
4-5 MONTHS		
Lift head when on stomach, propping on arms	mobiles placed within view on stomach, radio, movable windups	strength of neck and back muscles
Smile when looking at self	mirrors	social behaviors
Place objects in mouth	brightly colored rattles with small grasp	oral stimulation, hand-to-mouth motions, body awareness
Kick legs	soft balls, foam bricks	awareness of body
Reach out to objects	hanging toys, rattles, crib gyms	aiming and grasping, visual, auditory, kinesthetic awareness
6 MONTHS		
Prop self on arms when on stomach/reaching with one hand	toys that move when touched	movement (rolling, weight shifting, pre-crawling)
Sit supported	activity centers, balls	exploration using two hands
Squeeze objects	squeeze toys	gross grasp, association of movement with effect (sound producing)
Bang toys in play	blocks	play at midline, eye-hand coordination
7-8 MONTHS		
Push up onto hands and knees	push toys that move easily	ability to move self/pre-crawling skills
Sit momentarily unsupported	toys that move easily, toys with suction base	balance sitting, eye-hand coordination
Transfer hand-hand	blocks, rattles	practice grasping and releasing, midline play
Pull string adaptively	hanging toys	realization of effect of grasping movement
Manipulate bells, play with noisemaking toys	bells, noisy toys stimulation	auditory discrimination, provide
Imitate sounds	baby mirror, telephone, radios	simple imitation in social context

When a child is able to:	**Provide:**	**To encourage:**
9 MONTHS		
Sit unsupported	swings, supported rocking horse, activity centers, balls, toys using two hands	balance sitting, protective responses
Begin crawling	push toys	locomotion, increase mobility
Pull to standing	furniture in environment	coordination of gross motor movement. Confidence and independence
Poke and probe	pop-up toys, objects that will produce a response when poked	increased isolated use of index finger
Pull peg out of pegboard	pegboards, toys with peg sized men/objects	use of opposed grasp
10 MONTHS		
Hit objects with something else	drums, fix xylophone, pots & pans	increased eye-hand coordination
Put objects in/out of container	pails, sorting boxes, cups, blocks	beginning space perception skills, eye-hand coordination
Oppose thumb-finger	pegboards, peg men toys, blocks	increase higher level hand coordination
Look of objects upon visual/ auditory stimulation	pop-up toys	search for objects even when hidden
11 MONTHS		
Cruise (take steps while supporting self, moving to side)	furniture, large immovable toys	balance standing, lateral movement, confidence
Imitate scribble on paper	large crayons, paper	lateral pincer grasp, refinement of eye-hand coordination
1 YEAR		
Walk with support Walk without support momentarily	babywalkers, push toys on wheels	refinement of balance skills, coordination of large body movements
Release ball/push ball	large balls	coordination of two sides of the body, coordination of grasp release
Take lids off objects	large jars/containers	coordination of two hands
Remove stacking discs	donut shaped stacking toys	eye-hand coordination development
Put in large pegs	pegboard/toys using pegman	eye-hand coordination, space perception
Enjoy rhythms	musical toys	simple imitation of sounds, body movements to music
15 MONTHS		
Walk independently	baby walkers, push toys, pull toys	better standing balance and independence walking
Throw objects	balls	bilateral coordination
Make tower of two	blocks, stacking toy	refined release of grasp, space perception
Put objects in/out of container in a related manner	cups, blocks, posting boxes, cardboard boxes	shape discrimination (simple), eye-hand coordination
Place circle in formboard	simple formboards	shape discrimination trial and error
Maintain sitting balance with movement in different directions	large rocking toys	refined equilibrium

When a child is able to:	Provide:	To encourage:
18 MONTHS		
Walk fast, seldom falling Standing balance good	large climbing toys, toys to challenge balance	refined standing balance
Sit self in chair	child size chair	independence, climbing
Carry objects while walking	boxes, pails	coordination of body while maintaining balance
Build several blocks into a tower	blocks, stacking toys	eye-hand coordination, simple constructional activity
Imitate a stroke on paper	fat crayons, paper	pre-writing and copying skills, improved hand coordination
Play with smaller pegs (1½")	pegboard, pegman toys	refinement of pincer grasp
Enjoy simple picture books and pictures	first books, simple lift out puzzles, insert puzzles	language development
Put two forms in board	simple formboards	shape discrimination, form and space perception
Handle large beads	pop-beads, large wood beads	eye-hand coordination, space perception
Enjoy sounds, whistles, rhythms	records, radios, music boxes, soundmakers	coordination of body movements to rhythms, language stimulation
2 YEARS		
Move self on wheeled toy	large toys/trucks with wheels	coordination of legs to move self
Kick ball	large ball	balance while standing on one foot momentarily
Turn pages one at a time	books	finer hand coordination, tactile awareness
Make circular motions on paper	crayons and paper	improved copying skills
String 1" beads	beads	eye-hand coordination, space perception skills
Know main body parts	dolls, mirror, pictures, puzzles	body awareness
2½-3 YEARS		
Push and pull large items, negotiating obstacles	large trucks, play equipment	awareness of own body in space and relation to another object
Catch a large ball	balls	coordinating the two sides of the body to midline
Assemble a screw toy	toys with screwing action	more advanced coordination of two sides of body for more difficult construction activity
Begin to imitate lines, simple figures	chubby crayons, paper	copying, form perception, can later introduce tracing activities
Manipulate clay	playdough, clay kits	isolated motions of figures, strength of hands
Snip with scissors	safety scissors	strength and coordination of hands
String ½" beads	smaller beads	hand coordination, space perception skills
Match pictures	books, lotto, dominoes	learn concepts of same and different
Match primary colors Name 1 or 2	formboards, color puzzles, matching games	learning concepts of same and different colors
Know simple shapes	formboards, sorting box, matching pictures	shape discrimination

When a child is able to:	Provide:	To encourage:
Begin to do simple jigsaws	simple interlocking puzzles	problem solving, shape and color discrimination
Know "big-little"	stacking cubes, pegs, stacking disc, objects in environment of all sizes	size perception and discrimination
Lace simple cards	lacing cards, shoes	eye-hand coordination
Enjoy stories	books read to child	language development, attention to details, memory
Enjoy water play	water toys, sponges	tactile stimulation, body awareness
3-4 YEARS		
Hop on one foot Throw, catch and kick ball Show agility climbing	climbing equipment, ropes, swings, balls, etc.	gains in agility and balance, muscular strength
Trace and copies shapes	templates, tracing activities	refinement of pre-writing skills
Build higher level block structures/ uses constructive materials	blocks, simple construction sets form and space perception skills	eye-hand coordination, increased form and space perception skills
Name colors	dominoes, games using color naming/discrimination	knowledge of colors
Play in groups 2 or 3	simple first games	cooperative play, social behaviors
Sort/compare materials and pictures	lotto games, sorting materials	fine eye-hand skills, spatial discrimination, concept development
Complete more complex jigsaws	increasingly difficult puzzles	problem solving and language development, shape and color discrimination
Show awareness of numbers	number dominoes, simple games with dice	recognition of quantity, simple games with rules
Engage in imaginative play	small representational objects, or larger props for domestic play	language development, social skills
4-5 YEARS		
Plan and build constructively	layout and creative kits	practice in planning construction using verbal skills
Copy shapes and letters	magnetic letters, letter shapes, chalk blackboard	simple spelling and letter recognition
Color inside lines	coloring books, pictures	space perception skills that are needed for academics
Do more difficult jigsaw puzzles	puzzles of scenes, stories	completion of puzzle using figures as clues rather than shape of pieces
Understand rules of simple games	simple competitive games	practice "winning and losing," strategies, problem solving, attention span
Lace shoes	shoe lacing toys, lacing cards, large shoes	fine motor coordination, independence in personal care activities

When a child is able to:	Provide:	To encourage:
5-6 YEARS		
Enjoy balance activities	large play/climbing equipment, skateboard, roller skates, etc.	coordination of 2 sides of body, increased balance
Bounce a ball	various sized balls	coordinated use of preferred arm, coordination of 2 sides of body
Cut, paste, use drawing tools	scissors, glue, paint brushes, etc.	fine coordination of hands, finger opposition
Use large needle, making large stitches	lacing toys, sewing kits finger opposition	coordination of dominant hand,
Complete 2-3 step models	construction kits	motor planning, problem solving
Print letters	pencils, blackboard, letter writing toys	copying/writing skills
Define simple words, composition of objects	simple word games	langauge development
Discriminate between fine sounds	toys/games requiring using hearing alone	auditory discrimination
7 YEARS		
Bat a ball	balls, bats	coordinated use of two sides of body, motor planning skills
Tap rhythms	records, instruments	motor planning, body awareness
Use greater fine hand control/finger opposition	craft kits, construction kits with small pieces	increased coordination of dominant hand

VALUABLE ITEMS TO SAVE

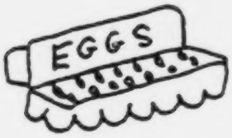
CARDBOARD TUBES

OATMEAL AND CORNMEAL CARTONS

CANS

CARDBOARD GROCERY TRAYS

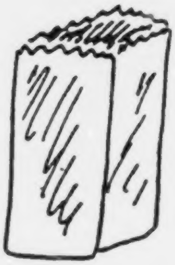
EGG CARTONS



SPOOLS

MAGAZINES

RIBBON, YARN, STRING



PAPER

POPSICLE STICKS

COFFEE CANS

CORKS; STRAWS

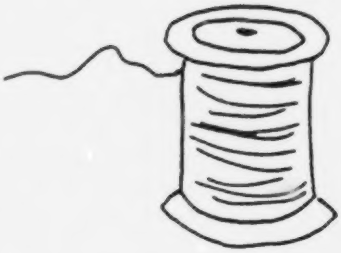
KEYS, ROCKS, JAR LIDS

MACARONI

BALLS, SPONGES, BUTTONS, BOTTLE CAPS

OLD SOCKS, MITTENS

WOOD, SCRAPS OF CARPET AND FABRICS



Shaking, Banging, Pushing, Pulling

Fill a variety of containers with different objects. Make sure to use containers of different sizes and shapes.

For round containers, you can save: Yogurt cups, margarine tubs, ice cream cartons, paper towel rolls, Cool Whip tubs or Leggs "eggs."

For square containers, save: Tissue boxes, cereal boxes, jewelry boxes, Band-Aid boxes, cheese boxes, etc.

Also provide a variety of fillers. Children will mouth objects, so be careful not to use things they may choke on: Beans, peas, rice, small buttons, stones, paper clips, bobby pins, marbles, nuts or styrofoam bits.

Safe things for fillers are: Cereal piece, large plastic bottle caps, film containers, wooden spools, small blocks. Powders for jello or fruit drinks can be put into clear plastic bottles. No harm is done if the child swallows some.

Push and pull toys can be easily made by attaching string or yarn to any of the above shaking and banging toys.

Putting Things Into and Taking Things Out of Containers

Provide containers commonly found around the house: Tubs or cartons from yogurt, margarine, Cool Whip, ice cream or sherbet. Cans for coffee, tea, powdered drinks, nuts, juice or Band-Aids.

Vary the sizes and tape edges for safety. Cigar boxes, tissue boxes (square and rectangular), large, medium, small appliance boxes, sturdy cereal boxes (i.e. Cream of Wheat). Hard pack cigarette boxes.

Clear or colored plastic bottles for honey, shampoo, lotion, detergent, juice, make-up, milk jugs, etc.

Cartons and trays: Egg cartons, fruit containers, trays from packaged meat or T.V. dinners.

Other assorted containers: Pantyhose, tobacco, film, etc.

Then provide things to put in and take out.

Opening and Closing

Look around the house for containers with different sized lids. Let the child match the right lid to the right container. Some suggestions: Gift boxes, milk jugs, cardboard or plastic cans, cans that herbs, spices, and tea come in, coffee or nut cans (with plastic lids) shampoo bottles.

Other things to open and close: Band-Aid or Q-Tip boxes, dental floss containers, egg cartons, old purses and pocketbooks, an old briefcase, carrying bag or small suitcase, cigar boxes (with tabs attached for easier opening).

Filling, Dumping and Pouring

Any of the containers and fillers mentioned above can be used. Other suggestions are: Pails and buckets, pots and pans, mixing bowls, open ended containers such as paper towel rolls (so items will fall or roll out), sand, dirt, or rice can also be used with shovels, spoons, funnels, or toilet paper rolls.

Children love toys such as sieves, funnels, empty shampoo bottles, lotion dispensers, and sprayers in the bathtub.

Stacking and Nesting Objects

Suggestions: Different sized cans that can fit inside one another. Children can both nest these, then turn them over and build tall towers with them. Half gallon and gallon milk containers (the square ones) can be used for building, boxes of all sizes, seriated mixing bowls, measuring cups (the kind that fit into one another), seriated cups or plastic glasses.

TOYS TO FIT THE CHILD

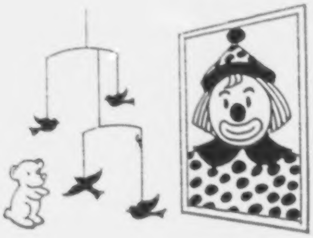
(Department of Consumer Affairs, Detroit, MI)

The trouble with purchasing children's toys is that they are purchased by adults. This means that we are apt to overlook the simple basics that are of most value to the child, and fall for complicated gadgets and cute designs.

They are frequently too difficult for the child to work with alone, and too complex to hold up under most playground treatment.

The price of a toy is no indication of value. More often than not, the cheapest toys last longest, and are frequently a child's favorite.

To help you plan gifts that will keep their value, we consulted a number of child guidance experts. They agreed on three general rules: (1) A toy should be safe. (2) A toy should be durable. (3) The toy must be suitable to the child's interest, abilities, and age.



FIRST 3 MONTHS

Even infants under three months of age can and should have toys to divert them. By eight weeks, baby's hands can grasp and hold a rattle; however, make sure it's a light one because they tend to bang themselves on the head with it as they flail around. Eyes begin to follow movements, and the baby is attracted and diverted by bright color. Mobiles, brightly colored posters and pictures hung near the crib, and even a gaily printed piece of fabric will help the eyes to focus and see color. A rubber squeaking toy is another source of amusement for the very young baby. Keep it inexpensive, keep it soft, and keep it safe.

3 — 9 MONTHS

Infants aged from three to nine months go through many stages of development. They reach, they grasp, they can hold objects, they start to sit up and may even stand. Recommended are rattles, large blocks, and wooden teething beads. Bath toys are particularly appreciated. A water ball of heavy plastic with floating objects inside makes washing up fun, and wind-up toys that chug through the water will make any tot forgive a bit of soap in the eye. A cradle gym is good, and one of the child's favorite toys will be a plastic spoon and cup for banging and rattling about. Inexpensive, and more fun than something elaborate. Remember that at this age everything will be tasted, chewed, and pulled apart. Check for safe paint, sharp edges, and fragile toys that can be broken into sharp pieces.

9 — 12 MONTHS

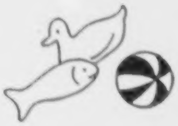
Babies from nine to twelve months are beginning to enter their most active phase. A play pen is a fine gift for the household, and will keep the child out of harm's way. Recommended toys are rubber blocks — very good for biting — and square and round block stacks. A box or basket with large clean clothes pins in it, a small ball for the toddler to chase after, and water toys are fun at this age.

Push or pull toys for the child beginning to walk are particularly enjoyed, and a favorite is usually the wooden animal with moveable head and wiggly tail that can be pulled on a string.

12 — 18 MONTHS

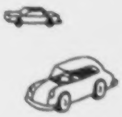
At this age children are fond of imitating adults. Experts recommend, first of all, toys that make noise. Pots and pans that can be beaten with spoons are the most fun. Musical toys, large books of heavy paper or no-tear plastic that the child can handle, and books for reading aloud to the child with strong rhymes and large, bright pictures.

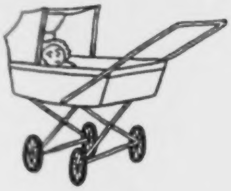
The little chair-horse on wheels that a child can push or sit on is good. So are other push or pull toys, a small cart to fill and pull, a color stacking cone, water toys, wooly or stuffed animals, cloth dolls. The toy telephone and a broom and dustpan set is good for the child imitating parents.

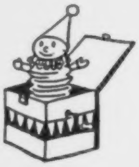


18 MONTHS

The eighteen-month-old child runs, punches, likes to chase. Complicated toys may bring on frustration and a lot of crying. Recommended are push carts, a rocking horse, pull toys, a small-size chest of drawers, a large doll, a hammer-and-peg toy. Blocks can be a little smaller than for the younger children (about two-inch cubes are right). Pots and pans with covers are great fun; and this child will like a pocketbook, a music box, wrist bells — for making your own noise; and will be very happy with a sandbox and pail since they like to fill and empty pails and other hollow objects.





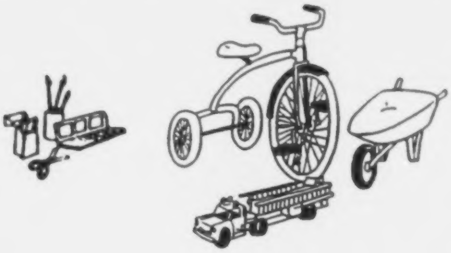


24 MONTHS

The two-year-old child is more nimble at the wrist than younger brothers and sisters, can turn single book pages, talks a little, but still likes to play alone. Hollow blocks, peg boards and large, simple wooden picture puzzles are good. Unbelievably, this child also loves water and washing, so small plastic dishes and a good-sized dishpan are recommended. Action toys are great at this age — small, simple trains, and cars. Some like to scribble and draw, so get them large crayons, but please make sure the ingredients are non-toxic as they probably will be tasted. Recommended toys are kiddie cars, a pail and shovel, baskets, soft dolls, a doll carriage, and bed. Don't deprive boys of dolls; they like them as much as little girls do, and after all, they will probably grow up to be fathers.

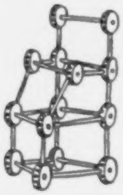
30 MONTHS

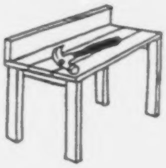
This child can do simple mechanical things and likes to create. Playdough is recommended. You can make this yourself by adding one unit of salt, two units of flour, a little water, and lots of food coloring. Large packing boxes are fun, toy logs, a tricycle is good for this active child, a wheelbarrow, a fire truck, steam shovel, and dump truck large enough for child to sit on. Large wooden beads with a string with a long metal tip will keep this child occupied for a long time. Finger paint, soap-bubble pipes, clay, and large paint brushes for painting with water paints will bring out the creative artistic ability of your two and a half year old.



36 MONTHS

The three year old loves to imitate adults and likes simple art materials. Transportation toys are good: a wagon, tricycle, train, dump truck, and so forth. Dolls and doll equipment like a bed and carriage are good, and imitation of adults can be encouraged with toy housekeeping tools: stoves, dishes, brooms, clothesline, and a small iron. To encourage the artistic aptitude, give blunt scissors, colored paper, an easel with easel paper, water colors, paint brushes (at least a half inch wide) finger paints, and clay.





48 MONTHS

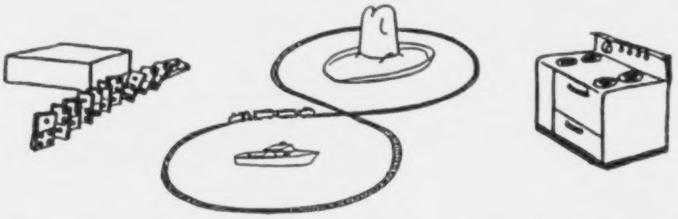
The four year old needs lots of activity but also needs some opportunity for quiet play alone. If you have room in your garden, I recommend that you buy this child climbing equipment, a jungle gym, trapeze and rings, see-saw will be very much used. This child also likes garden tools and would enjoy a workbench with hammer, saw, and nails. That goes for girls as well as boys. They can handle wooden picture puzzles and tinker toys. At this age, dolls are still very good, but don't get over-sophisticated ones. Doll clothes with large buttons and buttonholes will help the child learn to handle its own clothing.

Toy housekeeping equipment is good, and materials for playing store, nurse and doctor kits. A costume box with old clothes for pretend play is lots of fun and develops creativity. Art materials: crayons, blunt scissors, paste and colored paper, paint, clay, and finger paints will get much use. A jumprope is enjoyed by boys and girls, and sand toys are still loved by this age.

FIVE YEARS

Fives need outdoor play in small groups. Swinging, roller skating, jumping rope, riding a tricycle are favorite activities. They enjoy the standard kindergarten materials, like to paint, draw, cut, and paste. Blocks are still useful in construction projects: houses, bridges, tunnels. Dolls that can be dressed or undressed are enjoyed by boys as well as girls. Fives like to be read to, preferably stories about animals who act human. They want their own phonograph records, and are attracted to combinations of words and music that tell a story, with lots of repetition that they can mimic.

Toys need not be expensive but must be sturdy. Crayons, clay, water colors, and cutouts are fine for quieter moments; an old wallpaper sample book that can be cut up is a bonanza. Dolls and doll clothes are good for both sexes. If you're uptight about giving a boy a doll, you'll find there are costumed male dolls on the market. Simple tools like carpenter chests and sewing kits are good. Picture books that spell out simple words — and story records — will keep a child quiet long enough to earn mother's gratitude.



SIX YEARS

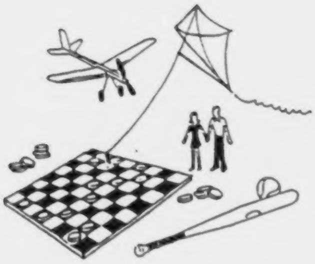
Six is all over the place, rougher in play, and a mess. They love to dig and build, especially in mud or sand. There is a strong feeling for paint and color, which supplants the five year old's cutting and pasting, and drawing is more skillful. Much time is spent in pretense, playing house, cowboys, war games. Electric trains, planes, and boats now get some attention.

If books are on your shopping list, the six year old still likes animal stories and adventures of other six year olds. Some like poetry. Anagrams, dominoes, Chinese checkers and simple card games are good: Toy household items which can be used in pretend games, like dishes, suitcases, toy stoves will be enjoyed. Dolls and doll clothes are even more popular than in the five-year category; and the greatest gift of all is a box of old clothes for "dress-up" games.

SEVEN YEARS

Seven is a little quieter, can spend hours doing the same thing over and over. They don't need as much group play, can make and play with things on their own. There is a return of interest in cutting and pasting, and paper dolls absorb a lot of time; some sevens demonstrate talent in drawing and designing their own paper clothes. There is some understanding of models and blueprints, which makes simple construction toys a good gift. Physical skills are developing; the seven can swim, bat a ball, ice skate, and perhaps ski.

Table games are big with sevens. Jigsaw puzzles and "Monopoly" are enjoyed and "magic tricks" are a favorite. Comic books on earth and nature are the best reading material.



EIGHT YEARS

Eight is much more adult by our standards, and more social. Group activity is a must. Baseball and basketball equipment are good toys, as are games like Parchesi, checkers, marbles, and dominoes. Dolls and doll clothes are now more sophisticated. Kites, tops, and airplane models are in use. The eight year olds like to help in the family with their own tools, baking cookies or tightening loose doorknobs. In books, the childhood classics such as "Mary Poppins" are good.

NINE YEARS

Nine is perfecting skills, likes to repeat something until it is right. Activity is more solitary, and the nine year old likes to do things alone; but they also form clubs or go into organizations like the Scouts. Nines like to do well in school, and will appreciate reference books or helpful school supplies. Some enjoy maps; others will like scrapbooks for favorite subjects. Mystery stories and adventure classics like "Treasure Island" are popular. Baseball and bicycling are the top activities.

TEN YEARS

Ten enjoys clubs or gangs, sometimes placing a higher value on these affiliations than on family relationships. If the child has talent in any creative art, it now becomes evident and should be encouraged. There is a great fondness for secrets, and this is evident in fondness for mysteries in TV and movies. Physically, muscular development requires a lot of free outdoor play, running and jumping.

TEN, ELEVEN, AND TWELVE YEARS

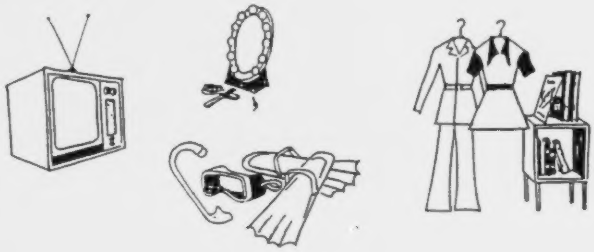
Ten, eleven, and twelve like cards, table games and puzzles. They are also collectors. This is a good time to get them started on stamps, coins, shells, rocks, butterflies, and similar hobbies which may last a lifetime.

Rock and Roll

ELEVEN YEARS

Eleven gets restless and explorative, and will love a dog — a fine companion for long walks. Social interests are developing, and they love to visit friends overnight or on weekends. A few children in this group are getting interested in clothes and popular music: Strong competitive feelings are manifested in the classroom and in sports.

Suggested gifts: Pop music recordings, ice skates, basketballs, fishing equipment, small personal suitcase (for visits to friends). Collection hobbies are now more sophisticated. Sewing, knitting, and embroidery kits. Electric trains, chemistry sets, inexpensive camera and photographic supplies.



TWELVE YEARS

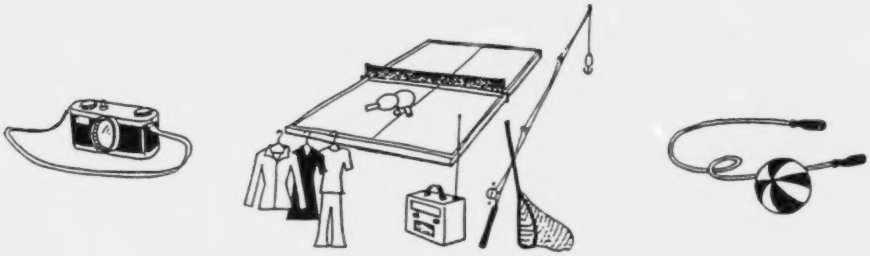
Twelve is interested in all sports. Both boys and girls are interested in personal appearance, and like to wear current fashions. There is pleasure in group music making: chorus or orchestra. Many make the shift from Cub or Brownie to Scouts, but about one-third will drop out. Likes to watch TV alone; if you want to go all out, a portable TV will earn everlasting gratitude.

Suggested gifts: for girls, a teen make-up "starter" set. Swim fins, mask and snorkel if the child has passed school swim tests. Books: narrative poetry, adventure classics. Musical instruments. Monopoly sets, croquet, badminton.

THIRTEEN YEARS

Mod fashions and the latest "in" craze in clothes are essential. Thirteen is sports crazy, and enjoys sportcasts. More complicated models of cars and planes are built, and interest in photography is now extended to developing and printing. Likes crafts of the kind that can be done alone, and wants to be alone while watching TV or listening to records.

Suggested gifts: "Far-out" clothes accessories, popular and light classical records, word games such as Scrabble and Perquackey. Ping Pong is now popular. Detective stories, and science fiction, adult action novels are enjoyed. A transistor radio or portable TV is as popular as ever.



FOURTEEN YEARS

Adult sports, hunting and fishing are fully enjoyed, as is tinkering with cars and motors. Carpentry and sewing are competently done. There is strong interest in church and school clubs and activities. For 14 year olds who manifest any of these interests, adult sport accessories, books or games would make suitable gifts.

Play is the work of childhood. Through play, the child develops his mind and muscles, learns skills, expands his imagination, can be taught cooperation and coordination. Watch the intensity of children at play, and you will see that they have learned what we have forgotten; play is not a matter to be gone into lightly.

Hopefully, this list will help you select the toys that suits an individual child. In making your choice, pay more attention to use than to price. Try to select toys that can be added to as the child grows, or can be used in many ways. Avoid toys that merely entertain the child; try to find something that involves the child. The toy that stimulates the imagination and gives a child something to do will remain a fond memory long after he has discarded the expensive gadget that fascinated all the adults.

City of Detroit, Coleman A. Young, Mayor

LEVEL: GENERAL

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the need to facilitate play for young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Examining our memories of play.	**Supplemental Resource** *Time Together: Learning to Play with Young Children* (facilitator's guide, video, and viewer's guide).	1. Ask participants to remember what it was like to play when they were young. Every person, adult or child, has different perceptions about various activities. Facilitate discussion on the following questions: Do you remember favorite toys? Did you like to collect things? (baseball cards, stamps, dolls) Did you like building and making things? Were there issues related to diversity (e.g., ability, cultural, racial, religious, gender, etc.) that influenced your play? Has play changed since we were children? Do children today have more or less time to play? How has television affected play? Is there a difference between work and play?

GOAL 4

P.L.A.Y.

BEST COPY AVAILABLE

LEVEL: GENERAL

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will define teaching procedures that can be used in a child's play environment.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the concept that all children benefit from integrated, developmentally appropriate programs. Define developmentally appropriate practice and its component parts. Define the structure of play: – environmental facilitation – unstructured play – structured play	1. Leader Notes (G-L8 and 9) Transparency/Handout (G-T12) *Definitions of Developmentally Appropriate Practice* Transparency (G-T13) *Structure of Play* for discussion.	1. Review leader notes which have been included. It is recommended that participants be given a copy of Transparency G-T12. Review Transparency's points with participants.
2. Describe the relationship between the IEP and the classroom activities such as: – working document – reviewed periodically – consistency between IEP and lesson plans – developed in partnership with parental expectations	2. If more information is needed, the leader should access the IEP module.	2. Assist participants in understanding the relationship between the written IEP document and what happens in the classroom. Discuss how IEP can reflect a sensitivity to the importance of play by using the "Play Context" as part of the condition for a behavioral objective.
3. Discuss uniqueness of own child or a young child with whom each participant is familiar.	3. Record responses on blank Transparency.	3. Attempt to include: – strengths – interests – learning style – temperament

G-L8

NAEYC POSITION STATEMENT ON DEVELOPMENTALLY APPROPRIATE PRACTICE IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8

Introduction

The quality of the nation's educational system has come under intense public scrutiny in the 1980s. While much of the attention has been directed at secondary and postsecondary education, the field of early childhood education must also examine its practices in light of current knowledge of child development and learning.

The purpose of this paper is to describe developmentally appropriate practice in early childhood programs for administrators, teachers, parents, policy makers, and others who make decisions about the care and education of young children. An early childhood program is any part-day or full-day group program in a center, school, or other facility that serves children from birth through age eight. Early childhood programs include child care centers, private and public preschools, kindergartens, and primary grade schools.

Rationale

In recent years, a trend toward increased emphasis on formal instruction in academic skills has emerged in early childhood programs. This trend toward formal academic instruction for younger children is based on misconceptions about early learning (Elkind, 1986). Despite the trend among some educators to formalize instruction, there has been no comparable evidence of change in what young children need for optimal development or how they learn. In fact, a growing body of research has emerged recently affirming that children learn most effectively through a concrete, play-oriented approach to early childhood education.

In addition to an increased emphasis on academics, early childhood programs have experienced other changes. The number of programs has increased in response to the growing demand for out-of-home care and education during the early years. Some characteristics of early childhood programs have also changed in the last few years. For example, children are now enrolled in programs at younger ages, many from infancy. The length of the program day for all ages of children has been extended in response to the need for extended hours of care for employed families. Similarly, program sponsorship has become more diverse. The public schools are playing a larger role in providing prekindergarten programs or before- and after-school child care. Corporate America is also becoming a more visible sponsor of child care programs.

Programs have changed in response to social, economic, and political forces; however, these changes have not always taken into account the basic developmental needs of the young children, which have remained constant. The trend toward early academics, for example, is antithetical to what we know about how young children learn. Programs should be tailored to meet the needs of children, rather than expecting children to adjust to the demands of a specific program.

Position Statement

The National Association for the Education of Young Children (NAEYC) believes that a high-quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families. Although the quality of an early childhood program may be affected by many factors, a major determinant of program quality is the extent to which knowledge of child development is applied in program practices — the degree to which the program is *developmentally appropriate*. NAEYC believes that high-quality, developmentally appropriate programs should be available to all children and their families.

In this position paper, the concept of *developmental appropriateness* will first be defined. Then guidelines will be presented describing how developmental appropriateness can be applied to four components of early childhood programs: curriculum; adult-child interactions; relations between the home and program; and developmental evaluation of children. The statement concludes with a discussion of major policy implications and recommendations. These guidelines are designed to be used in conjunction with NAEYC's Criteria for High Quality Early Childhood Programs, the standards for accreditation by the National Academy of Early Childhood Programs (NAEYC, 1984).

Definition of Developmental Appropriateness

The concept of *developmental appropriateness* has two dimensions: age appropriateness and individual appropriateness.

1. **Age appropriateness.** Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development — physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
2. **Individual appropriateness**. Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding.

Teachers can use child development knowledge to identify the range of appropriate behaviors, activities, and materials for a specific age group. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment. Although the content of the curriculum is determined by many factors such as tradition, the subject matter of the disciplines, social or cultural values, and parental desires, for the content and teaching strategies to be developmentally appropriate they must be age appropriate and individually appropriate.

Children's play is a primary vehicle for and indicator of their mental growth. Play enables children to progress along the developmental sequence for the sensorimotor intelligence of infancy to preoperational thought in the preschool years to the concrete operational thinking exhibited by primary children (Fein, 1979; Fromberg, 1986; Piaget, 1952; Sponseller, 1982). In addition to its role in cognitive development, play also serves important functions in children's physical, emotional, and social development (Herron & Sutton-Smith, 1974). Therefore, child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice (Fein & Rivkin, 1986).

G-L9

ADULT INVOLVEMENT IN PLAY

In planning play activities it is helpful to think about the adult's intervention in terms of the three categories of environmental facilitation, unstructured play, and structured play.

Level 1 — Environmental facilitation: This type of intervention includes the physical arrangement of the room and the provision of needed materials. The teacher carefully considers what each child will need in these two areas and provides it. She further observes the child while play is in session to see how he plays in the setup and with the materials.

Level 2 — Unstructured Play: In this type of intervention the adult observes the child's play and tries to fit into and be responsive to the play to the degree that the child allows or seems interested. If the child does not want to interact with the adult, the adult can simply play on their own in a parallel fashion to the child and hope that the child will either notice the adult's play or become interested in interacting. If the child becomes interested in interaction, the adult should try to give the "leadership" back to the child. The adult does not take the lead in the play or try to direct the course and/or sequence of the play. Play, in order to be real play and provide the most benefits, must be *child-initiated* and *child-directed*.

Level 3 — Structured Play: During the structured play the adult carefully plans the play activity and has specific goals for interacting with each child or for child/child and child/materials interaction. The adult guides and leads the child's play activity. This type of play is not actually "true" play in that the child is not initiating a "play" situation.

Children and Communication, p. 21

NAEYC DEFINITIONS

(Bredekamp, 1987)

Developmentally appropriate practice

The providing of programs for young children that reflect a sensitivity to both age and individual appropriateness as reflected in the program environment, curriculum and activities, adult-child interactions, and family and school collaboration.

Age appropriateness

“Knowledge of typical development of children within the school span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.” (p. 2)

Individual appropriateness

“All aspects of the program are responsive to the uniqueness of each child (e.g., “individual pattern of timing and growth, ... [and] individual personality, learning style, ... family background,” etc. (p. 2)

G-T13

STRUCTURE OF PLAY

environmental facilitation

unstructured play

structured play

LEVEL: GENERAL

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify appropriate teaching strategies used in conjunction with play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Discuss ways to encourage children during three different types of play: – exploratory play – manipulative play – imaginative play Have participants identify toys or activities to facilitate each. Discuss answers in large group and record on Transparency. Review list generated on Transparency (G-T14) for participants to determine if toys/activities demonstrate individual and age appropriateness.	1. Leader Notes (G-L10) *Types of Play* Transparency (G-T14) *Types of Play* Handout (G-H20) *Balls Are For Catching*	1. Review leader notes, *Types of Play* which have been included. The purpose is to have participants identify various toys and/or activities that could be used to facilitate different types of play. Handout, *Balls Are For Catching* could be shared with participants. Use leader notes for possible suggestions. Note sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).

TYPES OF PLAY

EXPLORATORY PLAY

Children learn about themselves and their world through sensory motor awareness.

MANIPULATIVE PLAY

Children use objects to gain control.

IMAGINATIVE OR SYMBOLIC PLAY

Children use toys or objects to represent events in every day life.

TYPES OF PLAY

Play helps children to:

- develop motor coordination and cognitive concepts
- interact with others
- develop feelings of self-confidence and skill mastery

Exploratory play

Children learn about themselves and their world through sensory motor awareness. The emphasis should be on action and movement but also includes color, texture, and sound. Through sensory motor play, children respond to stimulation with movement as they explore, discover, examine, and organize.

To encourage exploratory play use: balls, sand and water toys, pull and push toys, slides, swings, tricycles, finger paints, and magnets.

Provide home activities such as:

- Playing in the sink with soap bubbles and plastic containers for filling and pouring
- Whipped cream, shaving cream or pudding used as "finger paint" on a smooth surface
- Wooden spoons and containers (coffee cans, cereal boxes or aluminum pie plates) used as a drum or other musical instrument
- Large cartons that become toys for climbing in and out, getting under, or pushing around

Manipulative play

When children handle objects they make them change and move. In this way, they develop eye-hand coordination and hand dexterity as well as the concepts of size, weight, flexibility, and temperature. Toys that provide manipulative play include those that encourage a child to stack, nest, build, take apart, and reassemble.

To encourage manipulative play use: blocks, daisy chains, puzzles, peg boards, play dough, crayons, beads, lacing cards, and connecting blocks.

Provide home activities such as:

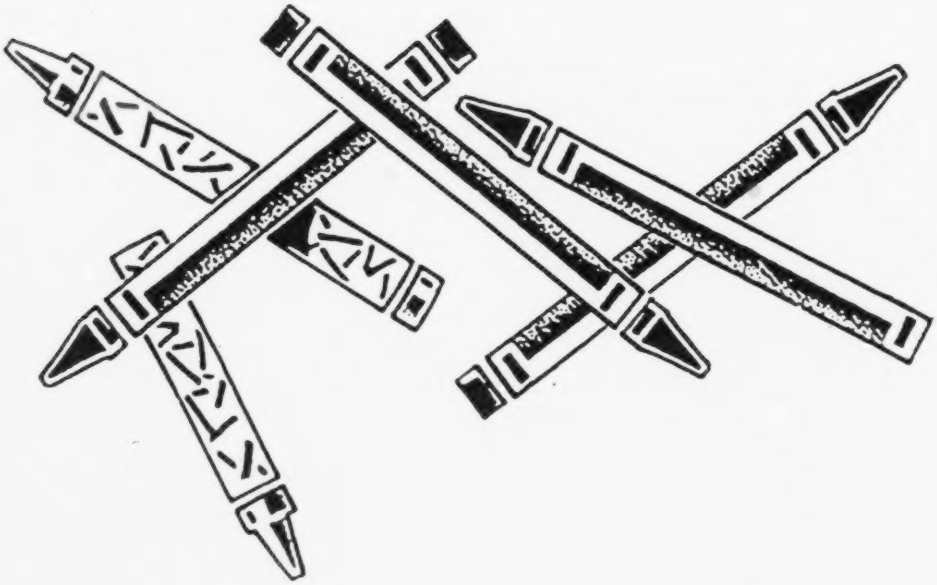
- Individual cereal boxes for stacking
- Different size empty containers with smooth edges that can be nested
- A shoe box or coffee can with a slot in the top through which the child can put large buttons, playing cards or other objects (supervise this activity to prevent choking or swallowing small objects)
- Large macaroni or cereal with yarn or a shoelace for stringing

Imaginative or symbolic play

Imitation, role-playing, and pretending are important for developing positive self-image, social skills, and language concepts. In this type of play, children use toys or objects to represent events in everyday life.

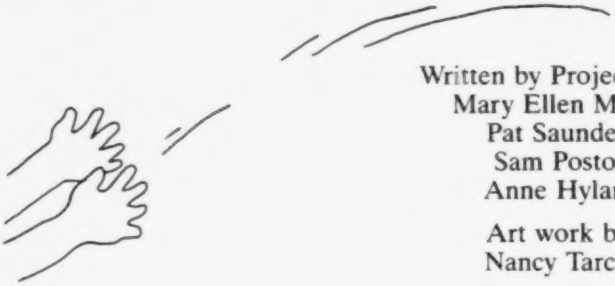
To encourage symbolic play use: dolls, stuffed animals, trucks, trains, small human or animal figures, tea sets, "dress-up" material, records, books, play furniture, and toy telephones.

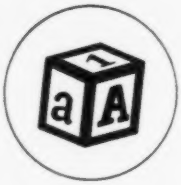
Provide home activities such as:
- Boxes and cartons of all sizes that can be transformed into a playhouse, train, truck, doll house, etc.
- Mom and dad's discarded clothing including hats for dress-up
- Hand puppets made from small paper bags or socks
- Opportunities to work with Mom and Dad in cooking, cleaning and yard work



BALLS ARE FOR CATCHING: PRE-SCHOOL AT HOME LEARNING ACTIVITIES

BALLS ARE FOR CATCHING: PRE-SCHOOL AT HOME LEARNING ACTIVITIES





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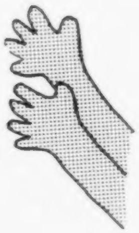


Provided courtesy of

East Central Ohio SERRC
Early Childhood Services
152 Second Street N.E.
New Philadelphia, Ohio 44663

This publication was prepared by the Northeastern Local School District, 1414 Bowman Road, Springfield, Ohio 45502.

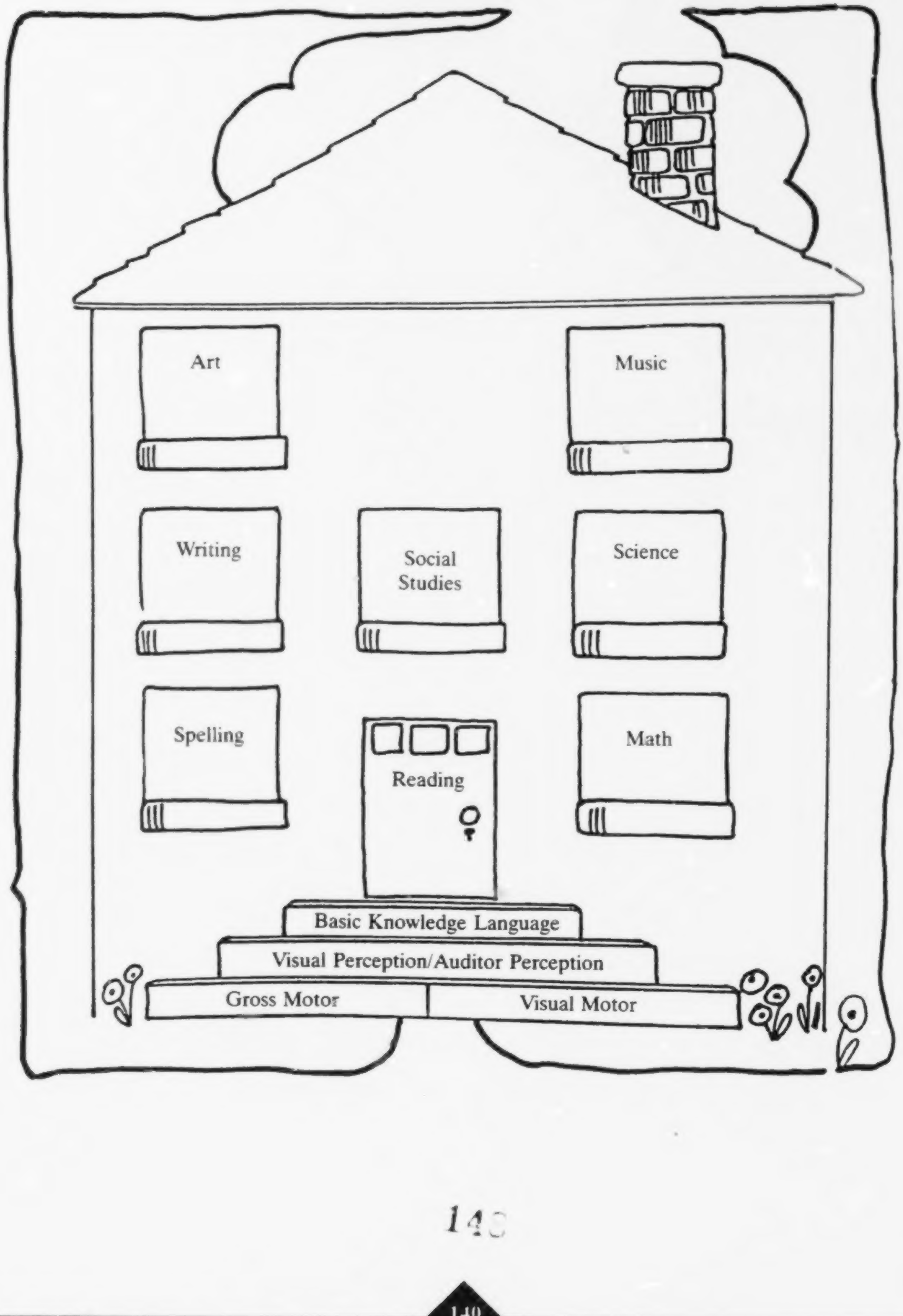
This work was part of an Ohio Department of Education Early Childhood Development Grant — Fiscal year 1986.

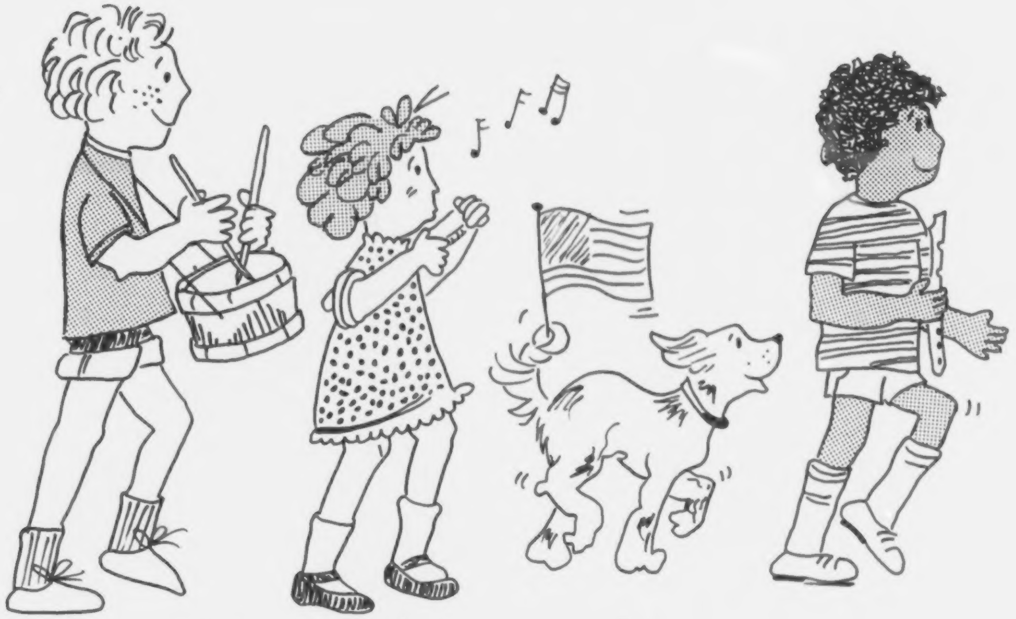
Here comes Peter Cottontail, hopping...

Introduction

The "Early Screening Program" tested some of the skills that educators have found to be important readiness skills. These skills are the "foundation skills" needed before a child can learn to read and write. If we compare these "foundation skills" to the foundation of a house, we can see the importance of these skills. Just as the sturdiness and strength of a house is dependent on the strength of the foundation, a child's future learning of such skills as reading, math, writing, spelling, and so on, is dependent on the strength of the "foundation skills." The skills tested in the "Early Screening Program" include: Gross Motor, Visual Motor, General Knowledge, Visual Perception, Auditory Perception, and Language.

The purpose of this booklet is to give you some ideas of things you can do at home to help prepare your child for school. Children are very eager to learn during the preschool years. Try to make the learning experience fun and interesting. Because young children have short attention spans, try working for short periods of time, maybe five minutes at first, then gradually increasing the time to 15 minutes. It is better to spend several short-time periods than one long one. Praise your child for his/her efforts! Young children try very hard to please and need our encouragement.


Art
Music
Writing
Social Studies
Science
Spelling
Reading
Math
Basic Knowledge Language
Visual Perception/Auditor Perception
Gross Motor
Visual Motor



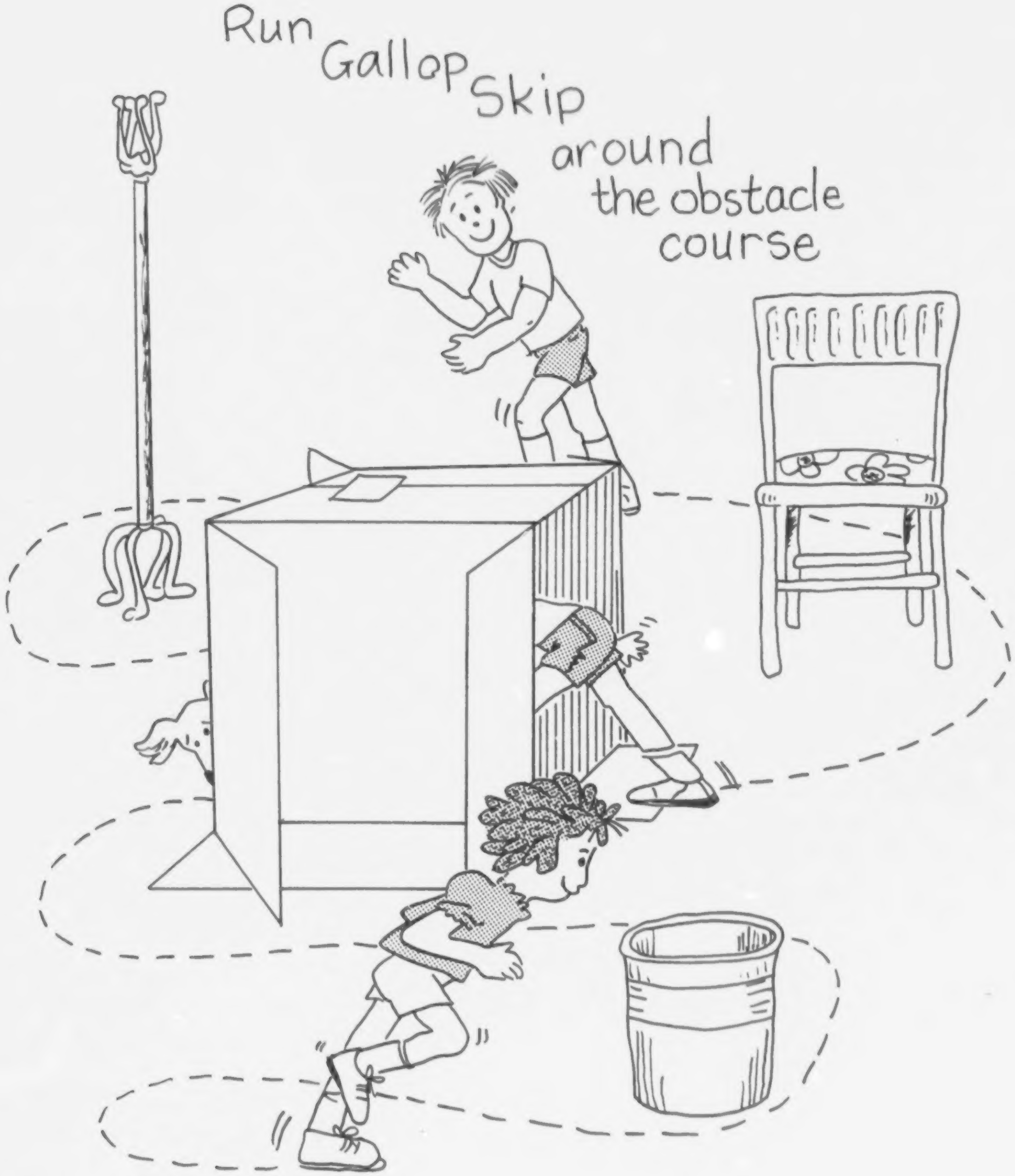
March to music

Gross Motor

Gross motor skills are the large muscle and body movements that your child uses to move every day, such as walking, running, hopping, skipping, etc. ... Balance plays an important role in these movements/skills. A child needs good balance to sit in a chair as well as walk across the floor without falling. The same part of the brain that controls the smooth movements of both sides of the body, controls the small muscle movements of the hands and eyes. The large muscle movement must be controlled before the small muscles can be developed. These small muscles are used when learning to read and write. Good large motor movements will also help improve a child's self-concept. It is embarrassing to a child if he continually falls out of his/her chair or trips over his/her feet.

WALKING ON A LINE AND BALANCE BOARD

1. Put masking tape on the floor, forming a straight line about eight feet long. Ask the child to walk on the line slowly, placing his/her heel next to the toe.
2. Walk backwards toe to heel.
3. Make a curved line with the tape and have the child walk forwards and backwards heel to toe on the line.
4. March to music.
5. Place a 2" x 4" board on the floor. Practice walking forward and backwards heel to toe. The parent should stand at the end of the board and encourage the child to look at them instead of their feet.
6. Place a rope on the floor in a straight line, pretend to be a circus tightrope walker and walk forward, backwards, sideways, and scissor steps, (straddle rope and cross right foot over to the left side of the rope, then cross left foot over to right side).
7. Make shapes, curved designs, letters, etc. ... with rope and practice walking on it.


Run
Gallop
Skip
around
the obstacle
course

RUNNING AND SKIPPING

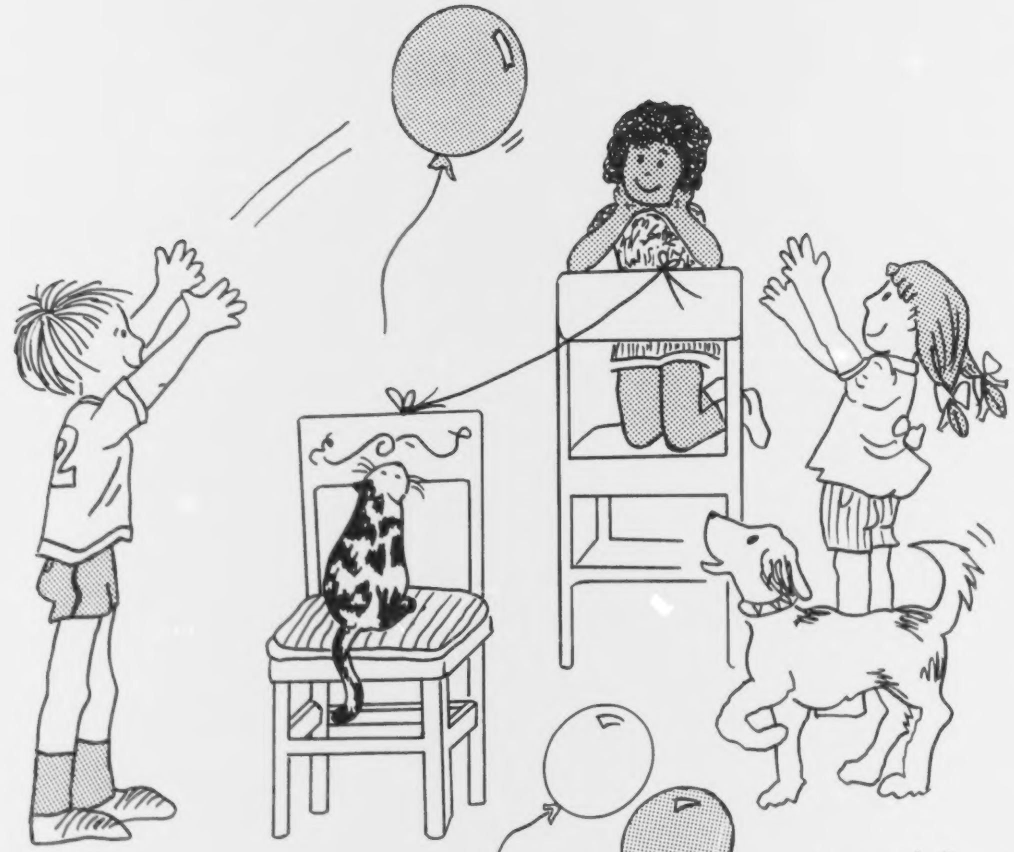
1. Whenever possible, challenge your child to run. Tell him/her to run to the garage or barn and back. Vary the distance each day.
2. Tell the child to run fast and slow.
3. Place objects, like a chair or cardboard box in various places in the house. Tell the child to run, gallop, skip, around the obstacle course.
4. Demonstrate hopping on one foot, (gallop). Do it slow, showing that you are taking a step/hop/step/hop etc. ... Hold the child's hand and have him/her gallop with you.
5. Have galloping race.
6. Show your child that a skip is a step-hop using both legs. Hold your child's hand and skip slowly.
7. Skip to music, such as "Skip To My Lou."
8. Have a skipping race.

HOPPING

1. Have the child stand on one foot. Stand in front of the child and hold both of the child's hands if he/she needs help balancing. Encourage him/her to stand longer each time.
2. Stand in front of the child, holding both hands. Hop on one foot. Switch feet and hop. Encourage the child to hop alone. Count the number of times he/she hops.
3. Pretend to be storks. Stand on one foot with hands on hips like wings. Try to keep balance longer each time.
4. Stand on tiptoes and walk around the room.
5. Pretend to be the Easter Bunny and hop around the room on both feet and then on one foot.

THROWING

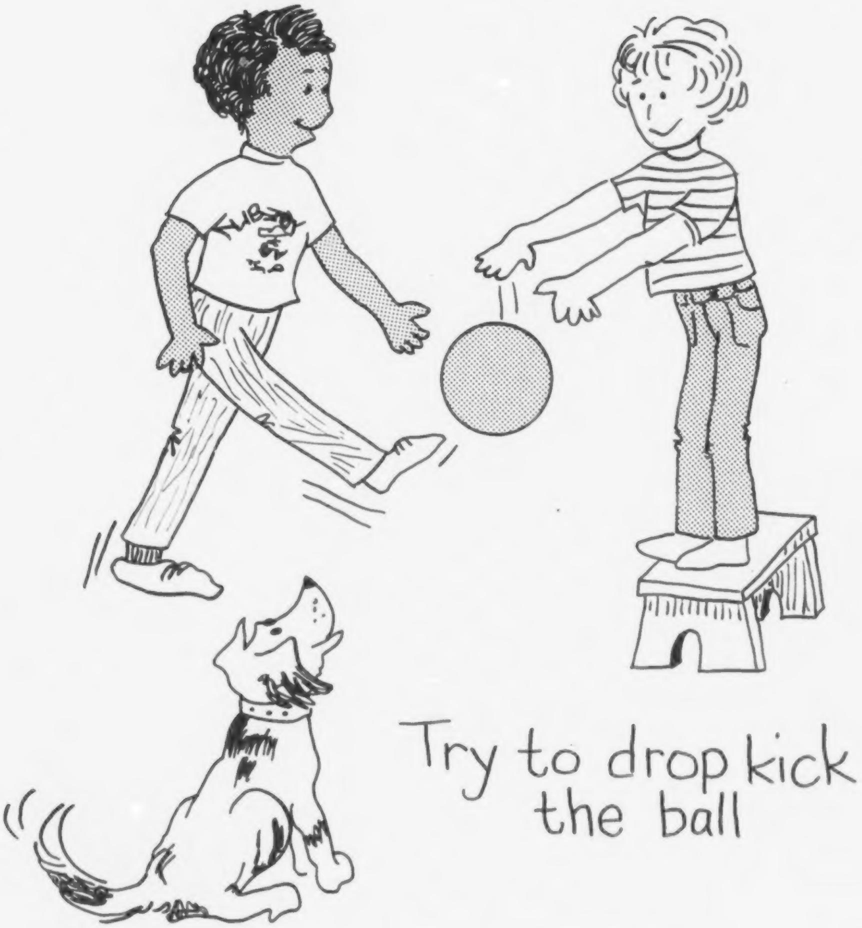
1. Place a box, trash can, etc. ... in front of the child. Practice throwing rolled socks, beanbags, paper wads, etc. ... into the basket.
2. Throw a large ball into a box. Vary the distance the child stands from the target.
3. Stand several feet from your child. Tell him/her to look at you and to throw the ball to you. Vary the distance between you and the child. Use a large and small ball.
4. Throw paper airplanes.
5. Roll a ball at bowling pins or empty plastic pop bottles.
6. Set up empty plastic pop bottles and throw a ball at them. Count how many you knocked down.



Play balloon volleyball and hit the ball back and forth

CATCHING

1. Tie a balloon to a string and hang it from the doorway. Have your child practice hitting the balloon back and forth to you. Have him/her catch it.
2. Tie a whiffle ball to a string and hang it from the door. Swing it to the child and have him/her catch and hit it to you.
3. Play balloon volleyball and hit the balloon back and forth over a rope or chair.
4. Toss a beanbag or rolled sock to your child. Have him/her try to catch it in his/her hands.
5. Use a large ball (around 9″) and practice throwing and catching.
6. Use a small ball, (tennis ball size), and practice catching the balls in the hands.
7. Show your child how to throw the ball against the house or a step and catch it in their hands. (A rebound net can also be used.)



Try to drop kick the ball

BALANCE

The following activities are included to help stimulate the inner ear system.

1. Have the child lie on his/her back, with arms stretched about his/her head. Have him/her roll sideways the length of the room as fast as he/she can. Roll back the opposite way.
2. On a soft surface, practice forward somersaults.
3. Have the child sit on the floor, holding knees. Have him/her rock back and forth on his/her bottom.
4. Child stands on a smooth and level surface in stocking feet. Have the child place arms straight out and turn around for 15-20 seconds. Stand still and regain balance, then spin in the opposite direction.
5. Have the child get on his/her hands and knees. Have him/her raise his/her left arm off the floor; lift left leg; lift right arm; lift right leg; lift left arm and leg; lift right arm and left arm and leg; arm and leg; lift right arm and leg.

KICKING

1. Place a large ball on the floor in front of the child. Have the child swing his/her leg and kick the ball.
2. Place the ball several steps away from the child, and have him/her walk up to the ball and kick it.
3. Slowly roll the ball to the child and have him/her kick it.
4. Tell the child to run to the ball and kick it. Roll it slowly towards your child at first, then increase the speed as their skill increases.
5. Play kickball.
6. Demonstrate a drop kick. Hold the ball, drop it, swing leg up to make contact with the ball.

Visual Motor

The skills of reading and writing that your child will learn later in school, require the use of small precise finger and eye movements. These small muscle movements are among the last of the skills that the preschool age child learns. Strengthening the hand muscles and eye-hand coordination will help your child control his/her coloring, cutting, and writing.

VISUAL-MOTOR: WRITING

Scribble on chalkboard. Make designs, Circle, triangle, square.

Make designs and pictures using the above shapes.

Encourage your child to hold a pencil between his/her thumb and pointer finger.

Draw shapes on paper. Magic markers are good for those children who have a hard time holding a pencil.

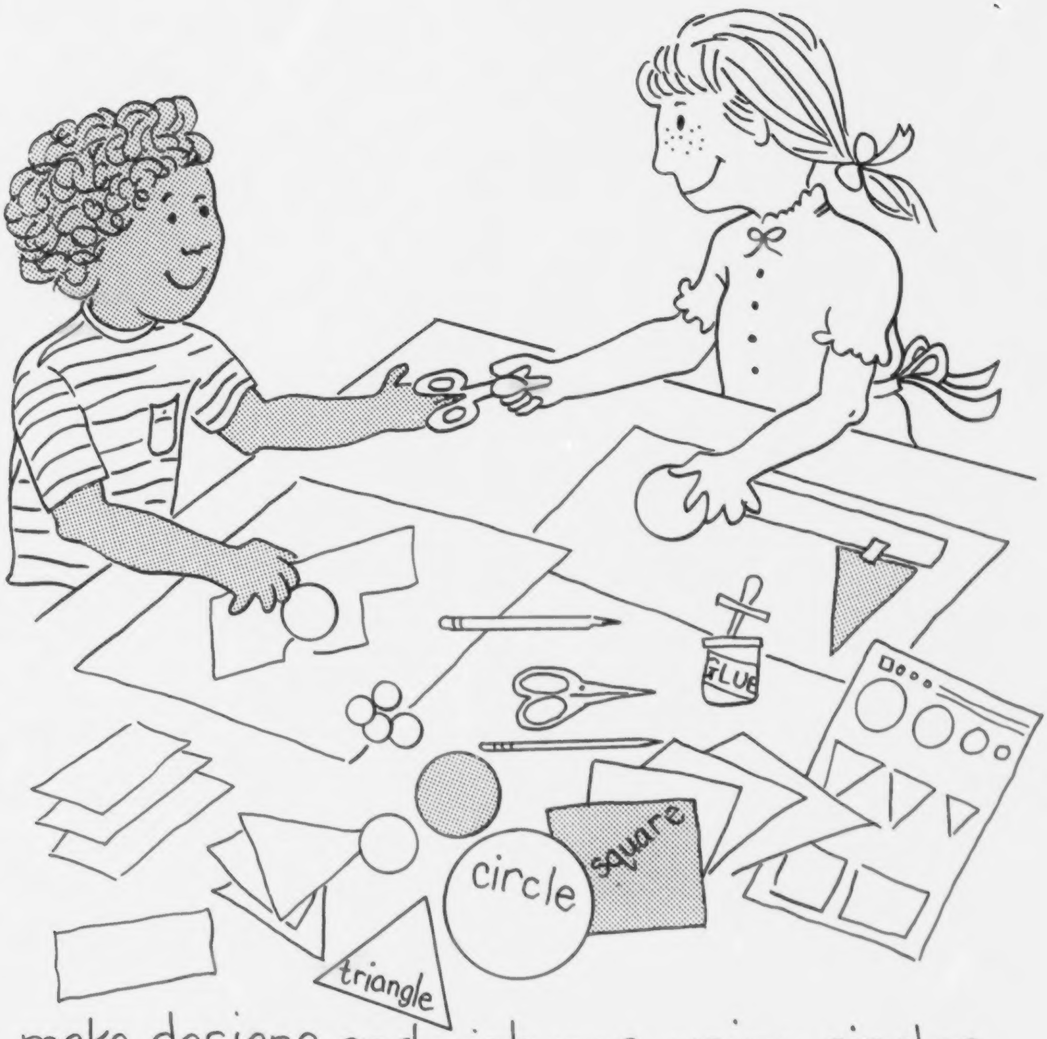
Allow the child to scribble with chalk on the driveway or sidewalk.

Let the child imitate drawing shapes in sand or dirt with a stick.

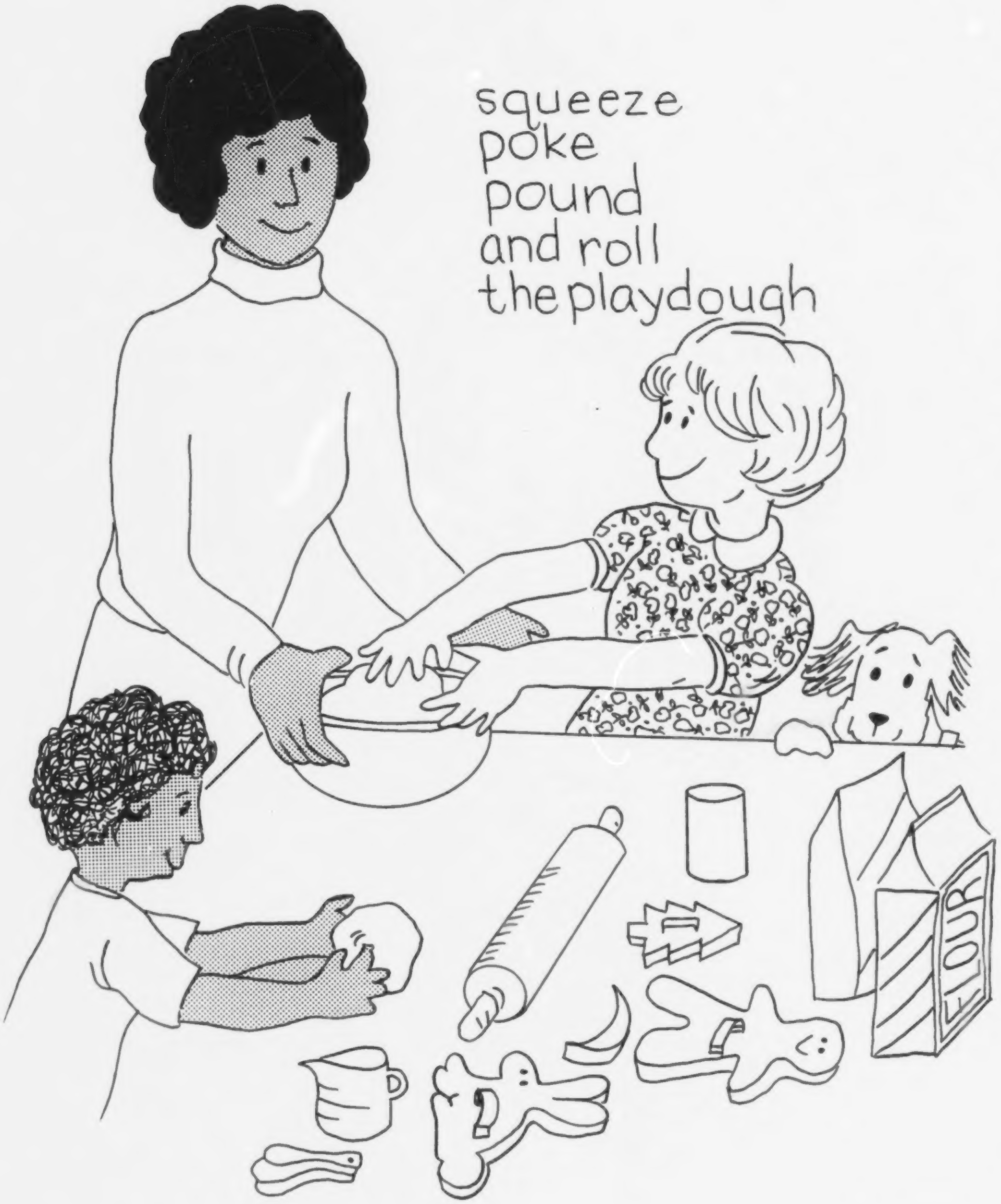
Trace around stencils, which can be purchased, or made at home.

When teaching your child to print his/her name, please make the first letter a capital and the rest of the letters lowercase.

For example Rose Tom
James Sarah


GLUE
circle
square
triangle

make designs and pictures using circles,
triangles and squares.



squeeze
poke
pound
and roll
the playdough

FASTENING CLOTHING

Provide extra practice in buttoning and zippering. Let him/her button and zip your coat.

For hand muscle activity clay or playdough can be purchased or home made.

Use a surface that can be scrubbed or cover the table with a plastic table cloth or placemat.

As your child plays with playdough, show him/her how to roll out snakes, or how to roll round balls of clay in your hands. Encourage him/her to squeeze, poke, pound, and roll the playdough.

RECIPE:
2 cups flour
2 cups water
1 cup salt
¼ cup oil
4 teas. of cream of tartar
food coloring

Add wet ingredients to dry, stir until well-mixed. Pour it into a pan and cook over low heat until it is rubbery. Knead. Store at room temperature in a plastic container with a tight fitting lid.

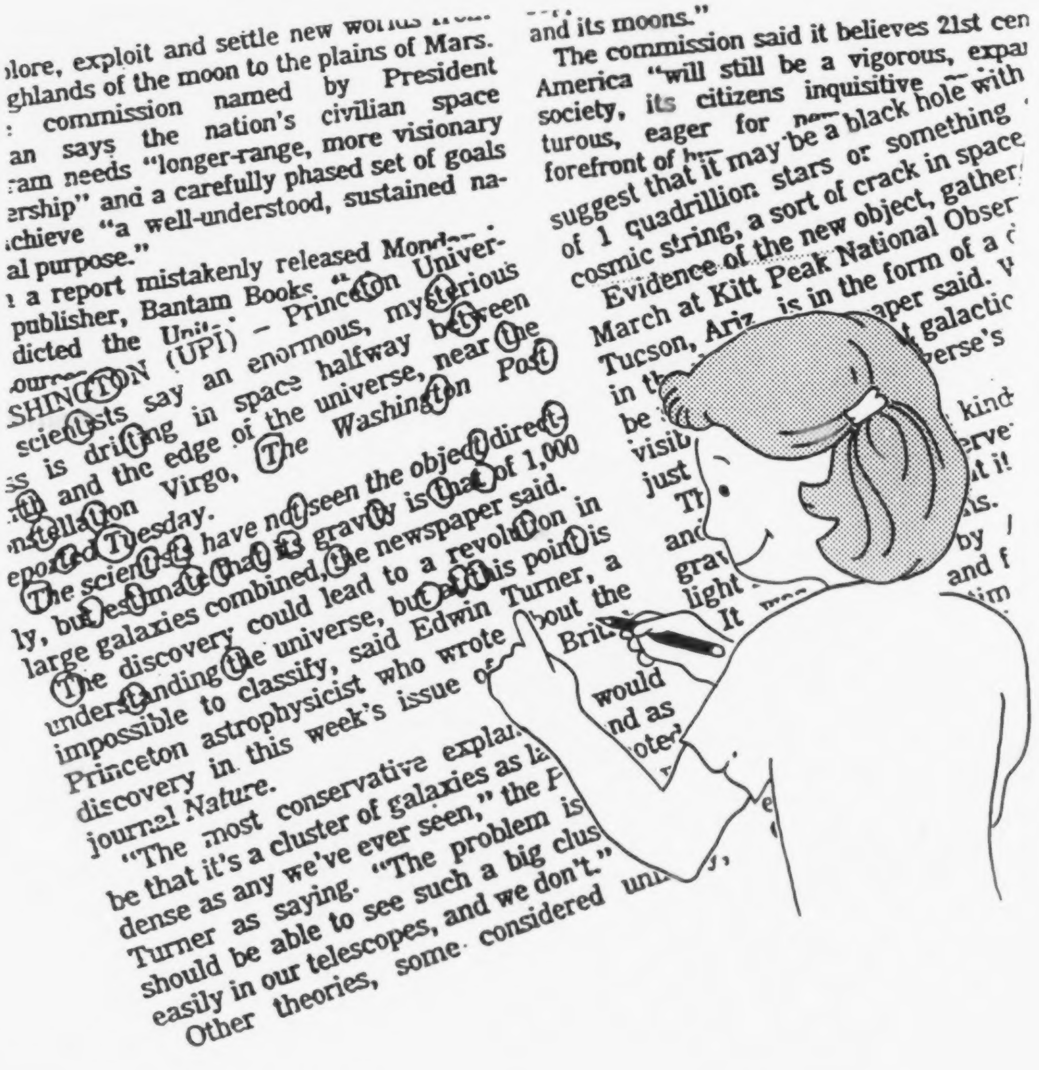
Roll out a snake

Visual Perception

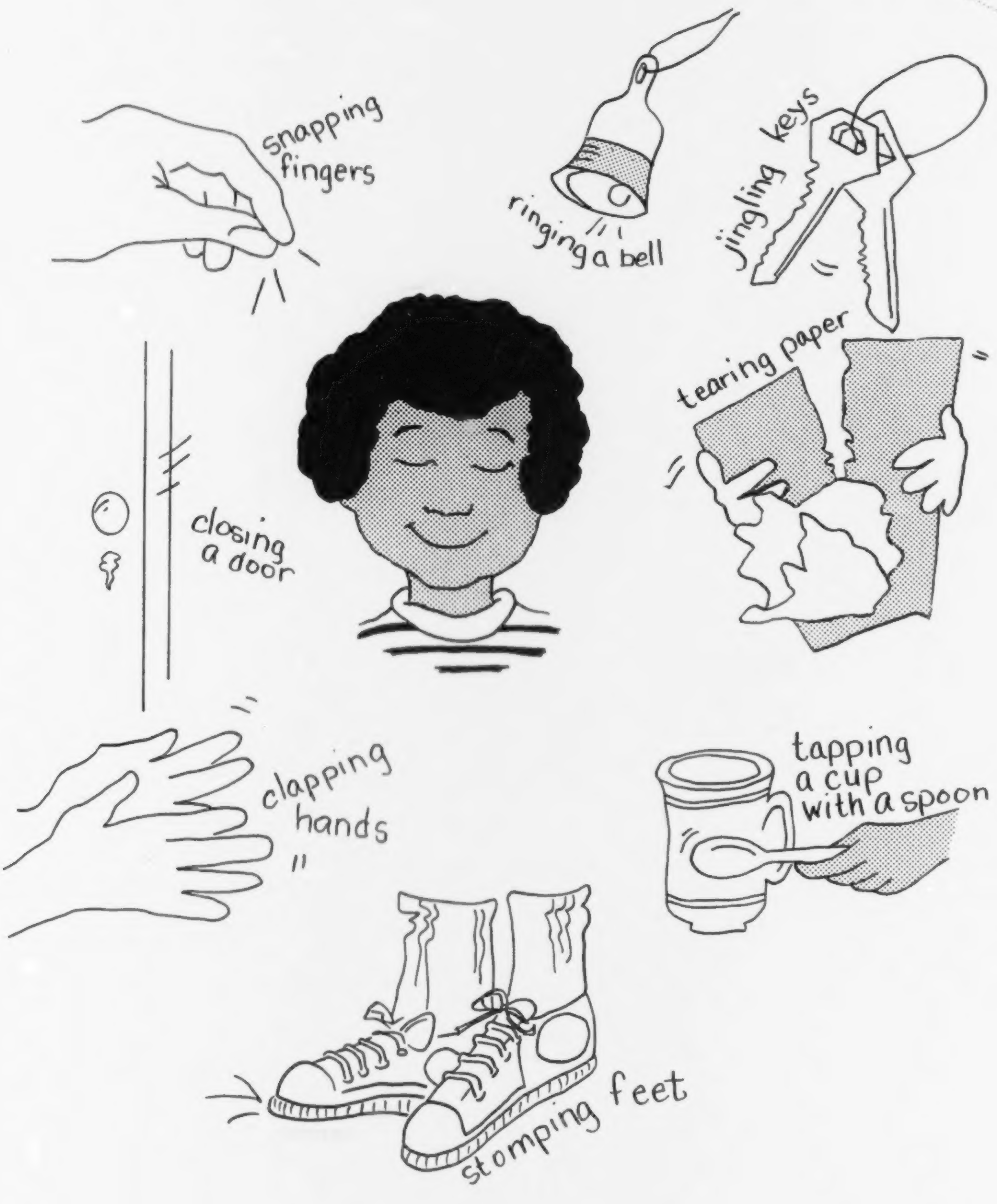
A child needs to be able to see the likeness and differences in objects, pictures, and letters. These skills will help prepare him/her to see the likeness and differences in printed words. These activities will help develop visual perception skills.

1. Gather a group of common things found around the house. Use two of each object, such as two pennies, two forks, two red crayons, two cups. Place the items in front of your child and have him/her match the like objects.
2. Cut out pairs of pictures from a catalog. Mix up the pairs and lay the pictures on the table. Ask the child to match pictures that look the same.
3. Match the picture cards found in a deck of cards. Purchase children's card games that require the child to match pictures.

4. Draw shapes on the chalkboard and have him/her draw lines to the matching shapes.
5. Look for shapes in objects around the house, for instance, a rectangle window, circle table.
6. Write numbers and letters on a chalkboard and ask your child to match the letters.
7. Have your child circle a certain letter on a newspaper page.
8. As you drive along in a car, ask your child to look for certain signs, like McDonalds, stop sign, etc. ...
9. Make two name cards for each of the family members. Have your child match the cards.
10. There are many workbooks available in the stores that work on matching pictures, shapes, letters, and words.



Circle a certain letter on a newspaper page.


snapping fingers
ringing a bell
jingling keys
tearing paper
closing a door
clapping hands
tapping a cup with a spoon
stomping feet

Auditory Perception

In learning to read, the child must be able to distinguish the sounds he/she hears in words, which in turn helps him/her learn to spell. Knowing how words begin and end, what vowel sounds they make, whether or not they rhyme, are all stepping stones along the path of learning to read and write. The games presented here build listening skills. First a child must learn to listen to the everyday sounds around him/her.

1. Take a walk outdoors and ask the child to name the sounds he hears. This could be done while riding in the car, walking in a grocery store, or waiting in line.

2. Have the child close his/her eyes and tell him/her to listen carefully to the sounds you are going to make. Make sounds such as:

    snapping fingers
    ringing a small bell
    tapping a pencil
    tap a cup with a spoon
    rattle keys
    crumple paper
    tear paper
    clap hands
    stomp feet

    Ask the child to name each sound.

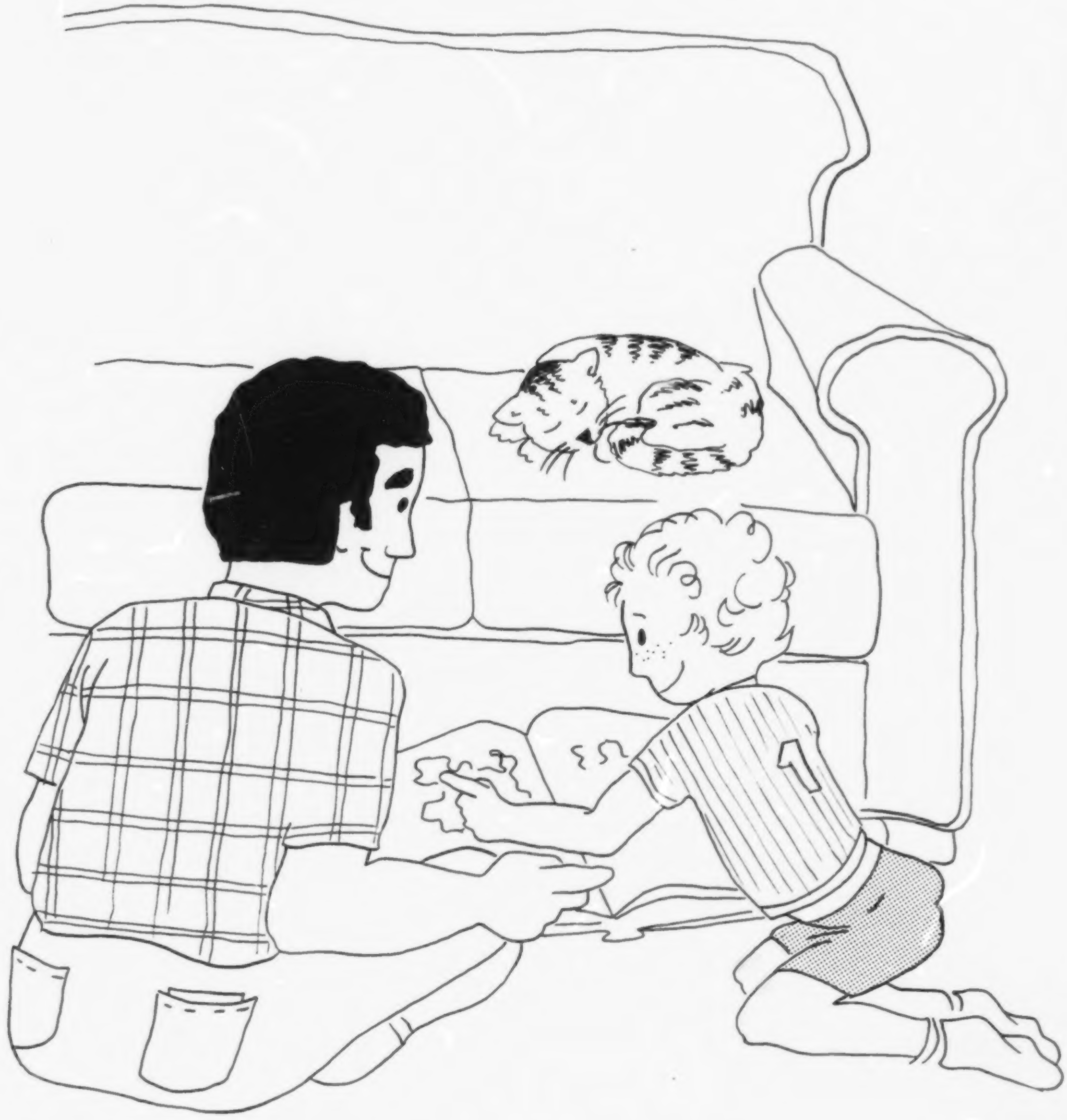
3. Have the child put his/her head down on a table. Each time he/she hears a certain sound, e.g., hands clapping, he/she is to sit up. Use sounds like tearing paper, rattling keys, snapping fingers.
4. Have your child repeat and imitate how you say a sentence. Use a loud voice, a soft voice, high-pitch, low-pitch or emphasize certain words. Make up sentences like: Daddy doggy says "Bow, wow." Mommy Cat says, "Meow."
5. Say, "Tell which word is the real word", and say a pair of words, like: cat-zat; vell-well; cookie-mookie. The child should be able to tell you which one is the "real word." Make up other examples with your child.
6. Read nursery rhymes and point out the rhyming words.
7. Make up riddles and have your child think of the right answer. For example: I'm thinking of an animal that lives on a farm and gives us milk. It's name rhymes with wow. (Cow.)
8. Read stories to your child and ask him/her questions about the story, e.g., What was the boy's name? What did he do in the story? Where did he go? Why did he do that?
9. Point out to your child that some words start with the same beginning sounds. Have the child look for objects in the house that begin with the same sound as his/her name, or the name of other family members.
10. Cut pictures from old magazines that begin with a certain letter sound. Paste on construction paper and make an "ABC Book."

Language

A child needs to be able to communicate his/her thoughts and feelings to other people. The preschooler's vocabulary is constantly growing. Encourage your child to talk about things that you see and do. Read to your child and talk about the story and pictures. Children need to have listening and speaking skills to succeed in school.

1. Give your child a picture of a scene; let him/her describes what he sees and make him/her aware of how many things he is finding. Help him/her increase in observing and telling skills.
2. Follow up on trips to different places with recall of related events of the trip.
3. Form collections of objects, pictures, and materials. Name objects and let the child assign categories. Also group pictures or objects by all basic concepts: hard-soft, short-tall, big-little, etc. Also, the child can sort the objects, pictures and materials by things that go in a house, belong in a store, zoo, etc. Then also identify objects that do not belong and tell why.
4. Read to your child. Perhaps nightly at bedtime. Buy or ask a librarian for stories which repeat certain words or phrases over and over again. When the child is familiar with the story, let him/her fill in the words when you stop. Have him/her retell the stories.

5. If you have a phonograph, buy children's records of stories and songs. Have him/her listen and encourage him/her to sing along, act out, or talk along with the record.
6. Help your child to expand his/her sentence structure by setting a good example. If he says "her sees a dog," you may repeat, "yes, she sees a dog," emphasizing the correct sentence without directly correcting the child.



See how many things you can find in a picture.....

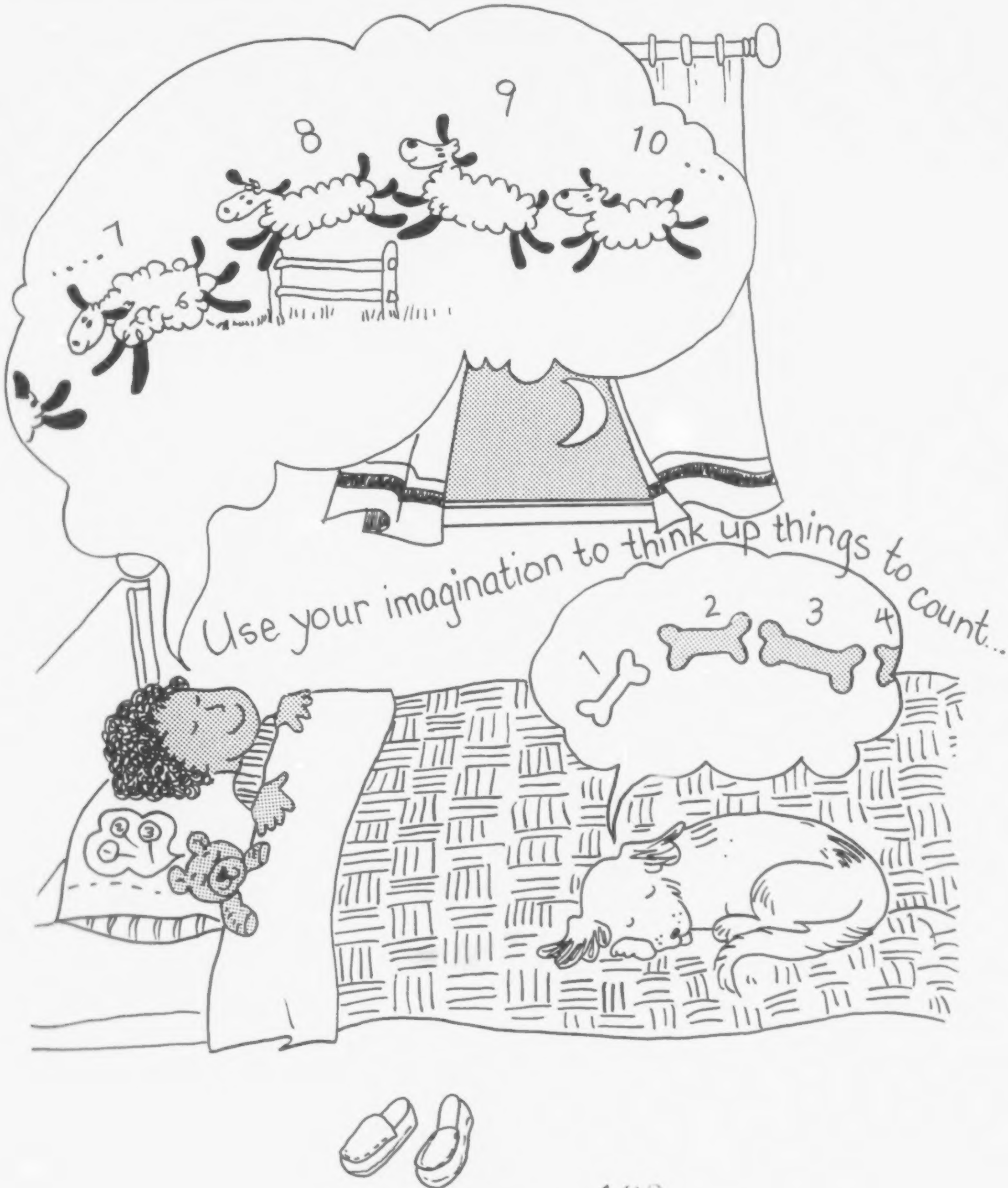
Speech

Speech is a learning process. Children learn speech by imitating people in their environment. The entire family should strive to set a good example in speech for the child having difficulties. Articulation is the ability to pronounce words using the correct sounds.

The following are some suggestions to improve articulation.

1. If your child says "tookie" for cookie, simply repeat the word correctly for him/her. Do not force him/her to imitate you by repeating the word correctly. You are being a good speech model for the child.
2. Read to your child and discuss the story afterward.
3. Encourage your child to talk and show that you are interested in what he is saying.
4. Provide stimulation experiences, objects, and pictures to talk about with your child (trips, shopping, walks, etc.)

5. Encourage your child to listen to sounds and learn to identify them (phone ringing, doorbell, traffic, etc.)
6. Motivate your child to develop speech. Don't accept grunts or gestures too quickly or your child may not feel speech is necessary.
7. Be careful not to show disapproval, embarrassment, irritation, or amusement regarding his/her speech. Do not place undue emphasis upon his/her speech.
8. Make speech a happy, enjoyable situation for your child.


...7
6
8
9
10...
Use your imagination to think up things to count...
1
2
3
4

General Knowledge

General Knowledge is basic concepts that a child needs to know to be successful in school. These include such items as naming body parts, size concepts, (big, biggest, small, smallest), use of an object, name and address, etc. ...

1. Name parts of the body and have your child point to them. Include easy ones such as eyes, nose, as well as more difficult: waist, heel, wrist, ankle, throat, chest, elbow. Play "Simon Says" and have him/her point to various body parts.
2. Use words to compare the size of objects, e.g. This cup is bigger than that cup. Use other words as: small/smaller, large/larger/largest, tall/tallest.
3. Cut out pictures of objects that belong to categories as: food, furniture, clothing, animals, people. Put two pictures that belong to the same category on the table, ask the child to find other pictures that belong with them.
4. Have your child practice saying his/her name and address and birthdate. Make a paper house and attach it to the refrigerator. Put your child's name and address on it. Make a birthday cake drawing and write your child's birthdate on it and draw the correct number of candles. Practice saying name, address, age, and birthdate everyday.
5. Practice color names by having your child tell you the names of colors of his/her clothing everyday. Play games like "I See Something" and use color names. Name the colors of the crayons or food that is served.
6. Count objects around the house. Count the number of spoons, cups, etc. ... needed for supper. When waiting on a traffic light, count the number of cars that pass by you. Use your imagination to think up other things to count!

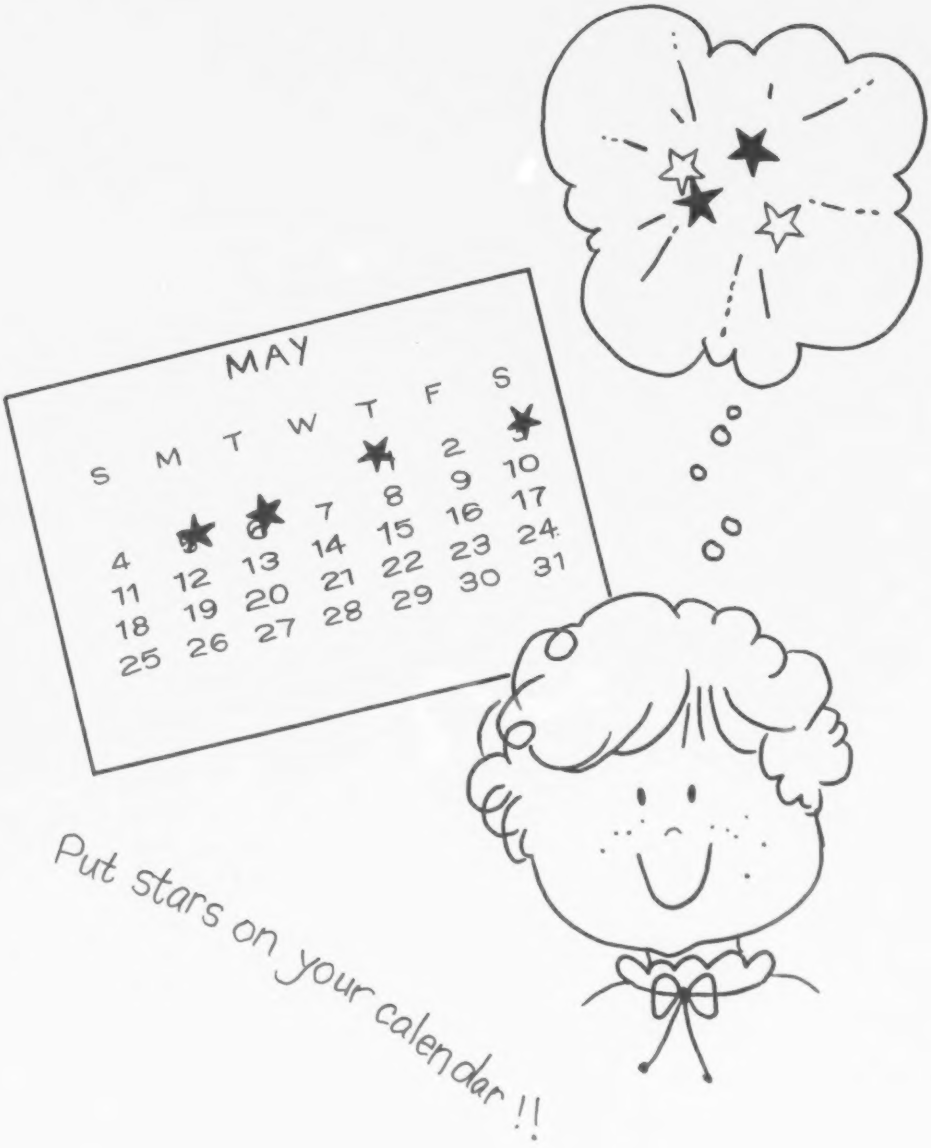
Behavior

PARENTS ARE PARTNERS in the learning of children. Parents, more than anyone else, are closest to a child in the early years and are most able to direct the child's emotional development. Parents are the early "teachers" who have the opportunity to introduce the child to ideas, curiosity, and consideration, imagination, and a belief in their own ability to grow and be successful.

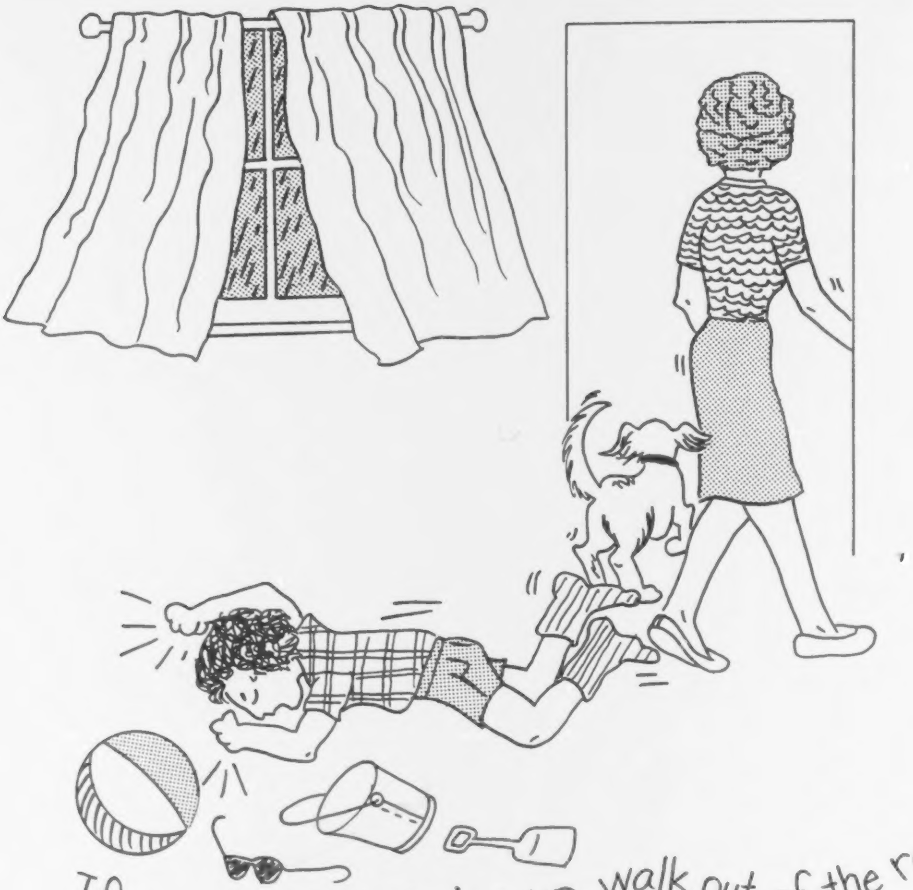
When a problem arises:

1. TAKE ACTION: Think up some ways you can help teach your child to correct the behavior. Write down the ideas.

   For example: Explain that people are not for hitting; or toys are to be shared; or when you are upset with your sister you need to explain to her with your words why you are upset.
2. DEVELOP A PLAN:
   a. Make up a RULE. For example: You will get along with each other without arguing or fighting.
   b. Decide on a consequence. (Sit in a quiet corner for five minutes.)
   c. Decide on a reward. (Put a sticker or star on the calendar each day your child refrains from fighting.)


MAY
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31
Put stars on your calendar !!

3. TAKE ACTION: Explain the rule to your child. Always do this in a calm voice. Children are learning. They do not know what appropriate behavior is, you need to explain to them what you do want them to be doing. Only describing what they did that was wrong does not teach them what they should have been doing instead. Explain the consequences for not following the rule and the reward. If the child follows the rule be sure and notice the good behavior and give the reward. If he fails, be sure and follow through with the consequence. BE CONSISTENT AND ALWAYS FOLLOW THROUGH. This is the key to changing behavior. In order to make long-lasting change in your child's behavior, you must back up your words and actions. By doing what you said you would do, you are sending an important message to your child: "I love you too much to allow you to misbehave."



If your child won't give up, walk out of the room.

Following Directions

Following directions is a problem that many parents have with their children. You can tell your child something once, twice, or three times and your words seem to be completely ignored. Always be very calm when speaking to your children. Make certain that it is possible for the child to do what you are asking.

1. Walk over to your child, look him/her straight in the eyes, then give your direction in a calm voice. Break down your directions in small steps, do not give long directions, as young children have a difficult time remembering two or three things.

2. Use the "broken record" technique. Repeat your direction three times. If your child still doesn't listen, offer a consequence as a choice.

   For example: Tommy, chairs are for sitting in, not for jumping in. Jumping is done outside.

   Tommy, I want to see you sit in the chair.

   Tommy, you can only sit in the chair.

   Tommy, you have a choice. Sit in the chair or you will need to sit in your room for 10 minutes while you think about how chairs are to be used.

   If Tommy does stop jumping on the chair before he needs to sit in his/her room acknowledge the correct behavior, "Thank you, Tommy. Chairs are for sitting in." Don't say "That's a good boy." His/her goodness does not come from doing things to please you. This was just a lesson in how to use chairs in the right way.

3. Give a direction, then count to three. Always do this in a calm voice.
   For example: "Put your coat on." (No response.) "Put your coat on before I count to three ... one ... two ... three."

4. Set a timer and then walk out of the room.
   For example: "Pat, pick up your toys. I'm going to set a timer for 10 minutes. When it goes off, I expect to see all the toys inside your toy box."

Verbal Problems: Whining, Talking Back

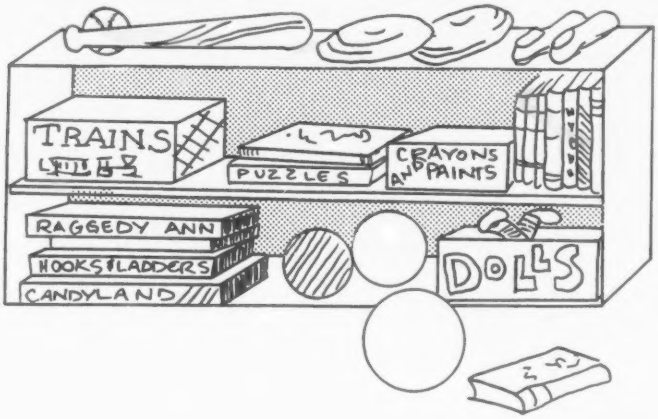
Verbal problems usually occur when the child cannot get his/her own way. The child will whine, cry, argue or shout in an attempt to get you to give in to his/her demands. The child must learn to communicate his/her wishes in a normal tone of voice, then accept whatever decision you, the adult, makes. Here are some ideas. Always talk to children in a CALM VOICE.

1. Explain to your child exactly how you expect him/her to communicate what is wanted. For example: "I want you to come to me and talk to me in a normal tone of voice when you want something. I do not like to hear you yelling."
2. Role play and teach your child the proper words to use in different situations. (e.g., "May I have a cookie?")
3. Give feedback when your child whines, cries, etc. ... ("You're whining again. We have already talked about this and decided that the cookies are for after dinner. You can not have a cookie now. I will not change my mind.")
4. If your child won't give up, try to ignore the whining or yelling. Walk out of the room or turn on the radio.
5. Do not give in to a child who whines or yells his/her demands. Explain that you will only listen to your child if he/she speaks in the proper way.

Bedtime Routine

The key to solving bedtime problems is to set up a routine and follow it. A child cannot be forced to fall asleep, but you can insist that they are in bed at a certain time. Allow your child to look at books or play with quiet toys for awhile. Sooner or later, he/she will grow tired and fall asleep. Try these suggestions:

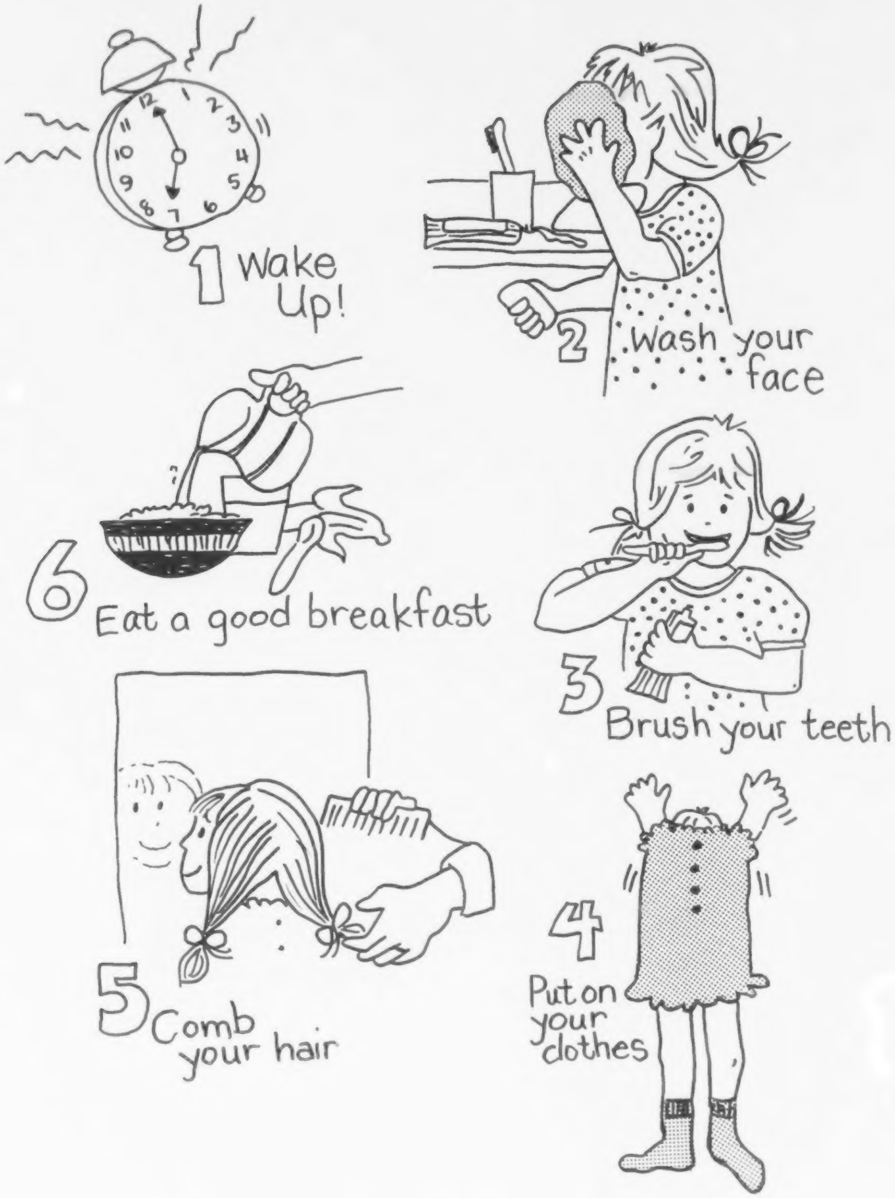
1. Set a daily bedtime.
2. Set a routine, like bathing, brushing teeth, getting ready for tomorrow, storytime.
3. Warn your child that bedtime is approaching or set a timer 15 minutes before bedtime. When the time rings he/she must get in bed.
4. Provide quiet activities to help your child wind-down before bedtime.
5. Play soft music or a tape recorder.



Picking Up Toys

Young children do not understand what an adult means by "putting things away." At first, you will need to demonstrate picking up toys and putting them in the area you want them. Some ideas:

1. Paste pictures on boxes of the type of toys you want in each box, e.g., a box with a car picture, a block picture, a doll picture. Place these boxes in a designated place, like a toy shelf or toy closet. Show the child how to pick up the toys. Offer praise, "Billy did a great job of putting his/her toys away."
2. Offer praise when your child attempts to clean up his/her toys. Remember that what adults think is a mess is not the same as what children think is a mess. Be specific — and always be CALM. If you want all the toys AND all the clothes put away, you need to mention both.
3. Putting things away is a categorizing task and is not easy on young children. Sit in the room and calmly talk the child through the task several times. "This is a puzzle. Where do puzzles go?" "This is a shoe. Where do shoes go?" Let the child put one away before identifying the next item. This will take longer than if you did it yourself, but the child will learn this way and be able to put his/her own things away sooner. Point out items that he/she missed. Make a game of finding toys left out, "I see something over by the chair, do you?" Praise him/her for putting it away.


1 Wake Up!
2 Wash your face
6 Eat a good breakfast
3 Brush your teeth
5 Comb your hair
4 Put on your clothes

Morning Routine

What can you do to guide your family toward a peaceful morning routine? Set a specific time for everyone to get up, wash, dress, and eat breakfast. Here are some ideas:

1. Draw pictures of the morning routine and hang in your child's bedroom. Number each step.

   For example: 1) Wash face. 2) Brush teeth. 3) Put on clothes. 4) Eat breakfast. Go over the chart with your child.

2. Look around your child's room. Try to make the room a place where the child can take care of most of his/her own needs.

   For example: Lower the clothes rod in the closet, have the youngest child use the lowest drawers, provide a step stool for the bathroom sink, adjust light switches for short people, place bathroom cup dispensers where children can reach them, place towel and wash cloth bars low enough in the bathroom, provide enough shelves or toy boxes to hold all the things that the child has.

3. Help your child lay out the clothes, shoes, boots, mittens, jackets, and other belongings needed for school or for the sitter. Do this the night before. Schedule this activity into the regular bedtime routine. Place these items in a box or in another specific location each night.
4. Give a 10-minute warning before its time to leave.

Learning Strengths

A parent's role with a bright preschooler is especially important, because the patterns of support and communication that you establish early will nurture your child throughout his or her life.

People who study bright creative adults have found some factors seemed to appear quite often in the families and homes of these people when they were children:

1. Valuing the child as an important individual. Their opinions were listened to and respected. Time was spent discussing ideas with the child.

   This helps to build a healthy sense of self. The child feels important and valued as a person. It is easy to fall into the pattern of centering most discussions around the child's school "products" (homework, special projects, etc.). This can lead the child into thinking that his/her value as a person is directly related to the quality of his/her products. Take time to talk with your child apart from the "products." Statements like "you're too smart to do that!" or "As bright as you are, you should know better!" put negative emphasis on a child's abilities. Downplaying a child's special abilities is a common mistake also.

2. Providing opportunities for creative and mental growth. They provided a stimulating home environment rich in fantasy and fun. Children had the freedom to explore the household for items of interest and to make creative use of those items.
3. Learning responsibility and decision making as a young child. These skills were learned gradually in a closely monitored environment before the child had to confront the many decisions of adolescence.

   Decision making is learned in numerous small ways. One mother has always given the child alternative choices for lunch, for dessert, for clothes to wear shopping or ways to spend an afternoon. By helping the child think through the alternatives and make the choice, beginning skills of decision making were being developed.

   These skills are learned in an environment that gives the child latitude with accountability.

4. Encouraging the child to take risks. Children were encouraged to take risks, to go beyond ordinary limits, to set high sights — even if that sometimes resulted in failure. This requires much encouragement from the family, including role-modeling. Showing our kids that we are not afraid to make attempts at new ideas or activities is one way to do this. Another way is to encourage your child to read high-adventure stories. Or in the case of a very young child, select strong action/strong character materials to read to him or her.

5. Good adult models (or significant others) were close by while the child was growing up. Sometimes this role was supplied by the parent, sometimes by someone in the extended family and sometimes by someone from school, church, the community, or the parent's friendship circle. These adult models will often share the child's interest and introduce the child to other interesting people. The adult models also see the child as a valuable person and encourage the child to try out new ideas. They let the child know in many ways that they believe in them and their abilities.

6. Showing love and affection for the child. Parents can love a child dearly but forget to communicate that feeling verbally and through action. Sometimes it is difficult to remember that the adult-like conversation came from a pre-schooler who now needs a big hug! It is important for fathers to show love to their children as well as mothers. Your child is never too old to be hugged regularly and told "I love you."

making choices.....

Sources for More Ideas

The following is a brief list of sources we have found useful for a child's learning and in dealing with a child's behavior. Public libraries have many more items and use the subject heading of *CHILDREN*. Check their materials often for new materials you can use.

Ames, Louise Bates, and Joan Ames Chase. *Don't Push Your Pre-schooler.* New York: Delacorte Press, 1980

A book that will help parents understand their child's behavior. The authors recommend that parents relax and enjoy their pre-schoolers. The book also describes clues to determine if a child is ready for kindergarten and first grade.

Ames, Louise Bates, and Frances L. Olg. *Your Two Year Old, Your Three Year Old, Your Four Year Old, Your Five Year Old, Your Six Year Old.* New York: Delacorte Press, 1979

A series of books that describe the characteristics and stages development of each age. The authors give tips on how to deal with the stages all preschoolers go through.

Bergstrom, Joan, *School's Out — Now What? Creative Choices For Your Child,* Ten Speed Press, 1984

Activities and explanations to focus children's out-of-school time on activities, events, and responsibilities which help them to grow into the decent human beings we hope they will become.

Canter, Lee, et al. *Assertive Discipline for Parents: Resource Guide,* Santa Monica: Canter & Associates, 1985

Everything you need to develop a discipline plan and put it into action — practical ideas, contracts, awards to present to your child, behavior charts, and stickers.

Caplan, Frank, *Parent's Yellow Pages,* New York: Anchor Books, 1978

An alphabetical "reference" of places to visit and see, organizations and services available to assist parents, offer information, or suggest ways to answer questions which parents often have. Lots of positive suggestions.

Cole, Ann, et al., *I Saw A Purple Cow and 100 Other Recipes For Learning*. Little, Brown and Co., 1972

At home and in the car activities for children. These are coded for math readiness, reading readiness, traveling or waiting, sick in bed.

Dobson, James. *The Strong-Willed Child*. Wheaton: Tyndale House Publisher, 1982

A practical "how-to" book on discipline. The author describes children who are "strong-willed" and gives suggestions on how to deal with them.

Dreikurs, Rudolf, *Children The Challenge*. New York: Meredith Press, 1964

A rather dated but excellent source. Dr. Dreikurs shows how to encourage your child. The goals of a child's misbehavior as well as logical and natural consequences are covered.

Dreikurs, Rudolf. *Parents Guide to Child Discipline*. New York: Hawthorne Books, 1970

An approach to child-rearing known as "logical consequences," is described in a down to earth, easy to follow format. The book describes various discipline problems and possible solutions to try.

Fontenelle, Don H. *Understanding and Managing Overactive Children*. Englewood Cliffs: Prentice-Hall, 1983

The possible causes of overactivity are discussed as well as methods of treating it. The authors describe easy to apply management techniques that work on short attention span, restlessness, sassiness, and stubbornness.

Gardner, Richard A. *The Boys and Girls Book About Divorce*. New Jersey: Creative Therapeutics, 1985

A good book to read and discuss with an older pre-schooler or elementary-age child who has experienced parental divorce. A related book *The Boys and Girls Book About Stepfamilies* is also excellent.

Gardner, Richard A. *Understand Children*. New Jersey: Creative Therapeutics, 1979

The book is a question and answer format to guide parents in child rearing.

Gifted Children Newsletter: For The Parents of Children With Great Promise. Sewell, New Jersey: Gifted and Talented Pub.

$24.00 per year, excellent, readable, lots of very practical ideas and articles.

Gifted and Talented Publications
213 Hollydell Drive
Sewell, New Jersey 08080

Ginott, Haim G. *Between Parent and Child*. New York: The MacMillan Company, 1965

Concrete suggestions on parents on how to talk with their children and deal with their behavior. Paper back edition: Avon, 1969

Gordon, Thomas. *Parent Effectiveness Training*. New York: Peter H. Wyden, Inc., 1970
Dr. Gordon's emphasis is on developing good communication skills and understanding the feelings of parents and children.

Guarendi, Raymond N. *You're A Better Parent Than You Think! A Guide To Common-Sense Parenting*. Englewood Cliffs: Prentice-Hall, 1985
Covering the most troublesome problems of parenthood, this book is full of real, sensible, down-to-earth guidance. It helps restore your self-confidence, teaches you the in's and out's of parenting by offering examples of true life situations and how to deal with them in a "common sense" manner.

Hass, Carolyn B. *The Big Book of Recipes For Fun*. Northfield, IL: CBH Publishing, 1980
A collection of activities to do with children. Included are Arts and Crafts, Early Learning Games, Music, Nature Activities, Science, Holiday Fun, and Cooking Activities.

Kelly, Marguerite and Elia Parsons. *The Mother's Almanac*. Garden City: Double Day, 1975
A comprehensive book on child care written from a mother's point of view. The authors compiled practical suggestions from their own experience in raising seven children. This witty and thorough book covers the realities of motherhood from diapering to mealtime manners.

Marzollo, Jean, *Learning Through Play*. Harper and Row, 1972
The emphasis of this book is on helping preschoolers learn at home. It is for parents and is filled with activities which are easy normal things for preschoolers to do. They focus on building respect, affection, and attentiveness between child and parent.

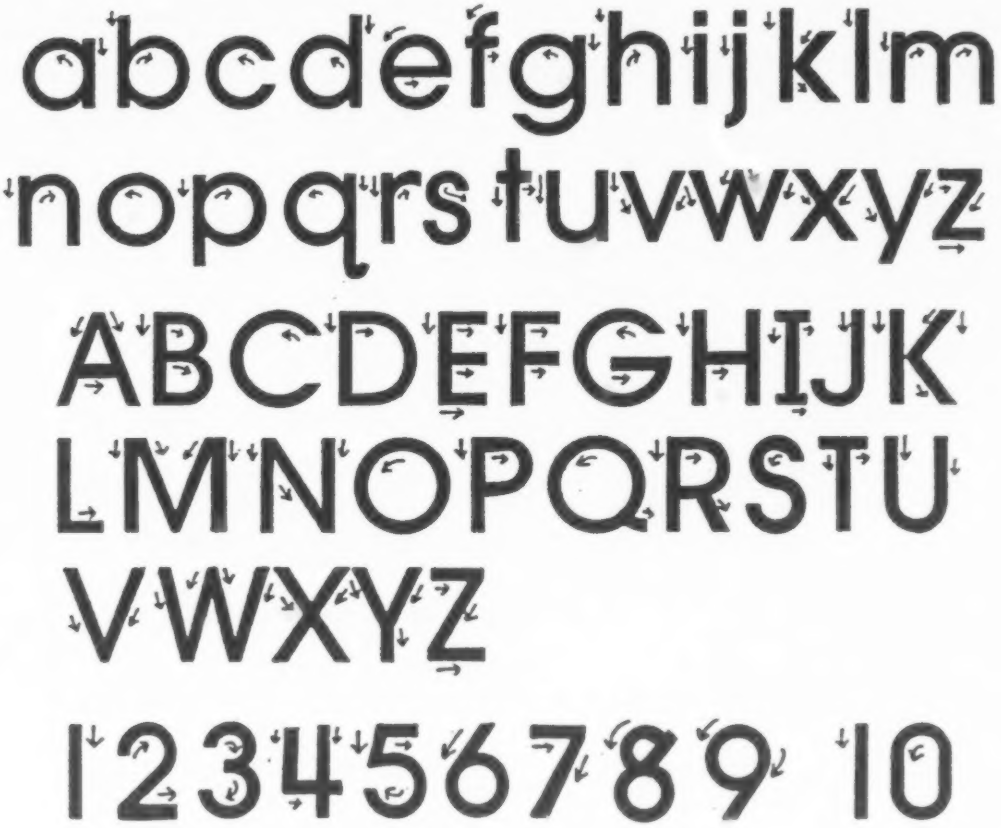
Singer, Wenda G. et al. *Real Men Enjoy Their Kids*. Nashville: Abingdon Press, 1983
This book is for men who want to spend more quality time with their children. It includes specific activities in which men and children can share and grow closer.

Yellow Pages of Learning Resources, GEE! 1214 Arch St., Philadelphia, PA 19107
Filled with suggestions for using cities and the local area for learning opportunities — places to go and what to do when there ... like the bakery, T.V. repair shop, junk yard, hardware store and the like.

Zimbardo, Phillip G. et al. *The Shy Child*. New York: Doubleday and Company, 1982
The authors explore every aspect of shyness in children, its causes, effects and newly discovered strategies that offer hope for treating it successfully. The book offers suggestions on encouraging self-confidence, and building trust and self-esteem.

Parents may wish to help students write their names. These samples will help you, by showing you the correct formation of the first letter of each name which is capitalized, and succeeding letters which are not. Do not be concerned with spacing or lines at this time.

Write like this	Don't write like this
Jane	JANE


abcdefghijklm
nopqrstuvwxyz
ABCDEFGHIJK
LMNOPQRSTU
VWXYZ
1 2 3 4 5 6 7 8 9 10

LEVEL: GENERAL

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the decision-making factors which influence teaching through play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss traditional approaches to early childhood learning. Contrast traditional approach to a developmental approach to early childhood learning.	1. Leader Notes (G-L11) *A Look at Early Learning* Transparency (G-T15) *A Look at Early Learning* Handouts (G-H21 and 22) *All I Ever Really Needed to Know* *Children Learn What They Live*	1. Read leader notes which have been included. While using Transparency, cover the developmental section and use only the traditional section. Use entire Transparency. After discussion, share Handouts, *All I Ever Really Needed to Know I Learned in Kindergarten* and *Children Learn What They Live.* Supplemental Resource Leader could read section 2, *How Young Children Learn* from *Ohio Early Childhood Curriculum Guide Training Manual.*

G-L11

A LOOK AT EARLY LEARNING: TWO APPROACHES

Direct/Passive Instruction vs. Active Exploration: for children this determines physical activity, manipulating objects, and exploring with all senses.

Isolated vs. Integrated Teaching of Skills: the contextual framework for learning.

Single vs. Multi-Leveled Activities: for children this may mean participation at an appropriate level for their functioning. Planning multi-level activities extends the development of emerging abilities and allows children at various levels of development to participate in an activity together (example: Block Area: younger - 'bangs' blocks, toddler - 'stacks & knocks down', older-constructs buildings and roads).

Performance vs. Process Oriented: refers to whether predetermined 'product' outcomes are deemed more important than the learning process itself.

Extrinsic vs. Intrinsic Motivation: refers to the manner in which learning is rewarded.

Your Notes:

High Scope, Research Foundation

A LOOK AT EARLY LEARNING: TWO APPROACHES

Traditional	Developmental
Direct/passive instruction	Active exploration/interaction
Adult initiated/control	Child initiated/control
Skills taught in isolation	Integration of skill areas
Activities above child's current level of functioning	Multi-level activities
Performance oriented	Process oriented
Extrinsic reinforcement	Intrinsic motivation

High Scope Research Foundation

ALL I EVER REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN

Most of what I really need to know about how to live, and what to do, and how to be, I learned in Kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work everyday some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup — they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all — the whole world — had cookies and milk about three o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together ...

By Robert Fulghum ...

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, He learns to condemn.

If a child lives with hostility, He learns to fight.

If a child lives with ridicule, He learns to be shy.

If a child lives with shame, He learns to feel guilty.

If a child lives with tolerance, He learns to be patient.

If a child lives with encouragement, He learns confidence.

If a child lives with praise, He learns to appreciate.

If a child lives with fairness, He learns justice.

If a child lives with security, He learns to have faith.

If a child lives with approval, He learns to like himself.

If a child lives with acceptance and friendship.

He learns to find love in the world.

Dorothy Law Nolte

PROJECT PREPARE

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

P.L.A.Y.

Staff

BEST COPY AVAILABLE

GOALS

1. Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.
2. Comprehend the significance of play in the development of young children.
3. Understand the correlation between play and learning related activities.
4. Become familiar with relevant teaching techniques associated with play.

GOAL 1

P.L.A.Y.

BEST COPY AVAILABLE

LEVEL: STAFF

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will define the two main components of developmental appropriate practices and describe their application to young children's play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review the concept of developmental appropriateness. – age appropriateness – individual appropriateness	1. Transparency (S-T1) *Definition of Developmental Appropriateness*	1. Read *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, pages 17-46. Book available at SERRC.
2. Large group activity Discuss how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) influence the concept of developmentally appropriate practice. Include a discussion on the importance of multicultural and non-sexist materials in a developmentally appropriate classroom. Disseminate a variety of children's books to the participants. Ask them to examine and evaluate these books that address diversity in families, gender roles, racial and ethnic identity, disabilities, etc.	2. Leader Notes (S-L1) *Multicultural Education in Early Childhood* Handout (S-H1) *Toys and Materials* **Books to evaluate; check public library for availability.** Adoff, *Black Is Brown Is Tan* Bang, *Ten, Nine, Eight* Bellett, *A-B-Cing an Action Alphabet* Boone-Jones, *Martin L. King, Jr., A Picture Book* Behrens, *I Can Be a Truck Driver* Brown, *Someone Special Just Like You* Children's Television Workshop - *Sign Language Fun* Manry, *My Mother and I Are Growing Strong* Rosenberg, *Living in Two Worlds* Merriman, *Boys & Girls, Girls & Boys* Litchfield, *A Button in Her Ear, A Cane in Her Hand.*	2. Read and study leader notes, *Multi-Cultural Education in Early Childhood* which has been included. Secure a copy of the *Anti-Bias Curriculum* (see reference located in the module introduction section of book) for tips for evaluating sexism and racism in children's books.

NAEYC DEFINITIONS

(Bredekamp, 1987)

Developmentally appropriate practice

The providing of programs for young children that reflect a sensitivity to both age and individual appropriateness as reflected in the program environment, curriculum and activities, adult-child interactions, and family and school collaboration.

Age appropriateness

"Knowledge of typical development of children within the school span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences." (p. 2)

Individual appropriateness

"All aspects of the program are responsive to the uniqueness of each child (e.g., "individual pattern of timing and growth, ... [and] individual personality, learning style, ... family background," etc. (p. 2)

MULTICULTURAL EDUCATION IN EARLY CHILDHOOD

Patricia G. Ramsey
(*Young Children*, January, 1982, NAEYC)

"How can we teach children about other cultures when they don't even know what their own ethnic heritages are?" "I have real problems finding materials that don't stereotype cultural or ethnic groups." Questions and comments such as these are frequently voiced by early childhood teachers in response to advocates of multicultural education. Theoreticians and practitioners can point to ample evidence that young children cannot grasp the concept of different countries nor the relationships and correspondences among different cultural groups within a country. In his study of children's views of their homeland, Piaget (1951) found that children before the age of six could not relate the concept of town, state, and country. Many teachers have reported that their children enjoyed the variety of activities involved in United Nations Week programs but were unable to understand the categories of different countries and cultures. Finding information about ethnic groups in this country that is simple enough for children to understand and yet not superficial and stereotypical is another challenge to teachers who integrate multicultural education into the curriculum for young children.

At the same time, there is evidence that children's attitudes toward their own race and toward other racial groups start to form in the preschool years (Goodman 1964; Porter 1971). Infants recognize differences in social objects (Thurman and Lewis 1979) and negative stereotypes appear to be readily absorbed by young children. We once had an Algonquin woman visit our school. Several three-year-olds began to cry and shriek with fright as soon as the visitor mentioned that she was an Indian. Similar accounts of children's stereotyped misconceptions are frequently described by teachers (Califf 1977; Ramsey 1979). During the early years, children are forming their initial social patterns and preferences and their basic approaches to learning about the physical and social worlds. Thus, the difficulties of designing effective multicultural education for young children appear to be considerable; however, there is compelling evidence that in order to influence children's basic racial and cultural attitudes, we must start with the very young.

Challenging some misconceptions

How can we resolve this apparent contradiction? First, there are several prevalent misconceptions about the nature of multicultural education and the rationale for it that need to be challenged. One prevailing idea is that multicultural education should focus on information about other countries and cultures. Plans for implementing multicultural education are often reminiscent of the geography or history lessons that we learned as children. There is an emphasis on names of countries, their capitals, flags, exports, typical artifacts, and famous people. Efforts to have International Week or to cover a country a meek often fall into the trap of teaching children facts for which they have no context. We frequently stress information that is meaningful to adults but not necessarily to children. Moreover, the emphasis on exotic differences often accentuates the "we" and "they" polarity. Thus, in many respects, this type of curriculum may actually work against the goal of understanding the shared experiences of all people.

A second misconception is the notion that multicultural education is only relevant in classrooms with students who are members of the cultural and racial groups to be studied. When I suggested the topic of multicultural education for a workshop I was to give, the teachers quickly said that because they did not have any blacks or members of other minority groups in their classrooms, such a workshop would be irrelevant. These responses reflected a limited view of the effects and responsibilities of intergroup relationships. The fact that teachers and children in this country feel disassociated from issues related to race and culture underscores the importance of multicultural education for children of all cultural groups.

From an early age children who grow up in culturally mixed settings or as members of minority groups are exposed to the idea that our society is comprised of many groups. Through television, books, and school they have been exposed to the lifestyles and expectations of the Anglo-American middle class. From their own experiences they may also be aware of the existence and effects of discrimination. Many American children however, can grow to adulthood unaware of and insensitive to the experiences of other cultural groups. The extent of this isolation is illustrated by the following incident. Recently, in Boston, a black high school football player was shot during a game in a white community. In a subsequent discussion in a class of student teachers, the people working in the inner city talked about the questions and reactions expressed by their young students. In contrast, the students teaching in the suburbs a few miles away reported that neither the teachers nor the children mentioned the incident.

In order to increase the potential for positive relationships among groups of people, all children need to expand their realm of awareness and concern beyond their immediate experience. Since education in this country traditionally has been dominated by the Anglo-American point of view, one important task of multicultural education is to try to balance this lopsided learning by helping children look into and beyond their relatively insulated environments.

A third misconception, that there should be a unified set of goals and curriculum for multicultural education, contradicts the underlying purpose of multicultural education to provide relevant and meaningful education to children from all cultural backgrounds. Many books and activity kits designed for multicultural education describe curriculum with no mention of the cultural backgrounds and attitudes of the children in the class. In order to design effective multicultural education, teachers need to learn about the racial, cultural, and socio-economic background of children in their care, what experiences they have had with people from other groups, and their attitudes toward their own and other groups. In order to respond to these variations, the goals and the curriculum will differ considerably from classroom to classroom.

For instance, in a classroom of children from diverse backgrounds, the primary goal might be to help the children understand the extent of their similarities and the nature of some of their differences. Learning how to communicate if there is not a shared language might also be a major focus of the classroom. However, for a group of white middle-class children who have grown up in a relatively monocultural environment, the emphasis would be in seeing the diversity that exists among the group members and grasping the idea that there are many other cultures and ways of life. For children from low-status groups, one initial goal would be to foster their respect and appreciation for their own culture. Children of high-status groups often need to become more realistic about the relative value of their own culture. The social and political climate of the school and community should also be taken into account. The state of intergroup relationships and the prevalence of negative or positive perceptions of the groups influence the children's attitudes. While published multicultural materials can be used as resources for information and, in some cases, activities, each education program should be designed to fit the backgrounds, awareness levels, and attitudes of the particular group of children in each class.

Finally, the misconception that multicultural education is a set of activities added on to the existing curriculum needs to be reexamined. Multicultural education embodies a perspective rather than a curriculum. Just as teachers constantly assess and address children's social skills, emotional states, and cognitive abilities, so should teachers consider children's cultural identities and attitudes. This type of learning can occur every minute of the day. Effective teachers are ingenious at incorporating language skills, problem-solving abilities, and social experience into all activities. Likewise, teachers can seize opportunities to foster the children's awareness of their immediate and broader social world. A child's comment about a picture of an unfamiliarly clothed person, the arrival of a child who does not speak English, a conflict between two children, the advent of a holiday season, and a visiting grandparent are a few of the many moments that can become opportunities to introduce and reinforce the idea that people share many of the same feelings and needs yet express them in many different ways. In addition to incidental teaching moments, all aspects of the planned curriculum can incorporate a multicultural perspective. Decisions about materials, program structure, the role of parents, and the selection of curriculum topics all reflect attitudes toward cultures.

The role of the teacher

The design and implementation of multicultural education rests, in large part, with the attitudes, skills, and knowledge of the teacher. One initial step is for teachers to become aware of their own cultural backgrounds, their relationships with the larger society, and their attitudes toward other people. This process requires a great deal of honesty and is often painful. However, it is important that we all recognize our biases and ignorance. It is tempting to deny our prejudices and to claim that we find all children equally appealing. Many teachers, in their efforts to minimize differences, maintain that children are all alike. While such comments emerge from genuine intentions to be fair and impartial in their perceptions and their relationships with children, they also reflect a naiveté about the power and effects of social attitudes and conditions. As teachers we need to accept the fact that we, like our young charges, have inevitably been influenced by the stereotypes and the one-side view of society that prevail in the schools and the media.

I spent several weeks observing in an elementary school noted for its humanistic, child-centered approach to learning. The teachers had met the challenges of mainstreaming special needs children with commitment, sensitivity, and imagination. However, in our conversations, there were frequent disparaging allusions to the "foreign student element." Clearly frustrated by the extra work that these recent immigrants required, the teachers tended to dwell on the things that the children "didn't even know." Differences in life style and language were interpreted as ignorance. Neither the school nor the individual teachers attempted to learn about the diverse cultures of the children or to incorporate that richness into the classrooms. These kinds of attitudes obscure our own biases and restrict our realm of knowledge. Thus it is important that we dispel the illusion that we are totally without prejudice and recognize that there are many valid ways of life beyond our immediate experience. Humility and a genuine desire to know more about other people are absolute prerequisites for designing and implementing multicultural education. From this perspective, we can genuinely learn about the children's cultural backgrounds and attitudes and start to form effective and reciprocal collaborations with parents and people in the community. This knowledge can then provide the base to design ways of promoting cultural identity and positive attitudes toward various cultural and ethnic groups. Once a multicultural perspective has been incorporated into our view of children and educational goals, many ways of implementing it in our classrooms become obvious.

Guidelines for integrating a multicultural perspective

The possibilities for a multicultural program suggested here are by no means exhaustive. However, it is hoped that these concrete ideas will enable teachers to see more clearly how appropriate forms of multicultural education can be woven into their programs.

Enhance self-concept and cultural identity

The development of a positive self-concept is a major goal of early childhood programs. Usually the curriculum related to this goal consists of activities to enhance awareness and appreciation of each child's feelings and competencies. Stories, art projects, and discussions about families, homes, likes and dislikes, and other related topics are frequent. Each child's cultural, ethnic, and racial identity can easily be incorporated into these activities. Activities can focus on how all the children's lives are similar and yet different. This enhances identification with one's own culture as well as awareness of other cultures. For minority children, this theme is ideal for stressing the value of their culture and for neutralizing the impact of negative stereotypes.

In classrooms that are monocultural, the differences among the children may be limited to family size, personal experiences, and physical appearance, but still the idea that people are both similar and different can be explored. For children who have had little or no experience with people from other cultural backgrounds, the notion that people who look different from them have similar needs can be woven into discussions about families and feelings. Photographs in *The Family of Man* (Steichen 1955) and *This Is My Father and Me* (Raynor 1973) help convey the concept that all people have common needs, feelings, and relationships even though they may look, dress, and speak in many different ways. The goal here is not to teach about particular cultures or countries but to incorporate into the children's own framework images and experiences that support the development of cultural identity and the awareness of diversity.

For children, kindergarten age and younger, these activities should be very concrete. Having the children bring in photographs of their families and themselves as babies will provide very immediate ways to talk about the children, their growth, their similarities, and differences. Visiting parents and siblings can also make the children aware that everyone has a family; yet each one is unique. Activities in the role-play area can further stimulate discussion of variations among the children's families.

For primary-age children, these concepts can be incorporated into early language arts activities. Children can write and share stories about their own backgrounds and family. Books that appropriately reflect the different backgrounds of the children in the class should be available. Bringing in family trees and stories can make the idea of background more real. Trips to neighborhoods, museums, and community organizations may also enhance children's awareness of the cultural groups in their class and community. For second and third graders, maps, globes, and simple histories might also be introduced within the context of knowing more about themselves and their classmates.

Develop social skills and responsibility

The ability to recognize that another person has a point of view, state of mind, and feelings that are distinct from one's own is an important area of development. Through maturation and social experience children learn how to identify, predict, and respond to others' points of view. Clearly, the ability to see and appreciate others' perspectives are important skills for understanding and relating to different cultural groups. While these skills are emerging in very young children, they develop quickly as children progress to kindergarten and the primary grades. Flavell et al. (1968) found that children often do not choose to use their abilities to see what others are experiencing. He suggested that there are some ways that we can motivate children to practice and expand these skills. The first one is making provisions for frequent social interaction. Second, we can consistently call the children's attention to the existence of other points of view. Third, children should be encouraged to communicate so that others can understand them. Finally, the presence of younger children may make the reality of others' needs and points of view more concrete. Considerations of these factors would influence both the physical and social structure of the classroom.

Young children spend a great deal of time exploring social relationships. Initially, they watch each other, then play beside, and gradually make attempts to play together with varying degrees of success. Rivalries, inseparable pairs, exclusive "gangs," bullies, and transient friendships all emerge, change, and end in rapidly shifting events. Classroom equipment and activities can be set up to provide many opportunities for cooperative activities, where children have to coordinate their actions to achieve a common goal. Equipment such as seesaws, pulleys, and hoists that require two people, large blocks, double slides, and horizontal tire swings, all facilitate social play. A stimulating and attractive role-play corner invites many group interactions. Almost all activities in the art, construction, and science areas can be adapted to incorporate a cooperative dimension. In creative movements, children can be asked to synchronize their motions in many ways that increase awareness of each other.

Classroom chores such as cleaning up, moving furniture, transporting materials, preparing snack, collecting litter, and emptying the wading pool can all provide increased opportunity for social interaction, communication, and the experience of other (often conflicting) points of view. Conflicts over materials are excellent opportunities to help children express their own feelings and listen to those of their opponents. In helping to resolve these disputes, teachers can guide the children toward cooperation. All too often, we settle conflicts by simply giving the children another object so they can each have one or by telling them to play separately. By emphasizing cooperation rather than individual achievements in our plans and guidance, we can foster the development of social awareness and communications skills.

When children enter the primary grades, teachers tend to focus on children's academic skills. During lunch, recess, and after school children work out their social hierarchies, rivalries, friendships, and cooperative ventures. In many respects, children at this age have gained enough control, awareness of others, and communication skills to manage without a lot of adult supervision. However, there are many classrooms where scapegoating, excluding, bullying, and rivalry go unchecked. Moreover, little time and attention are paid to helping children further develop their skills in cooperating and communicating. Classroom projects such as plays, murals, sculptures, newspapers, and construction projects can provide opportunities to expand social contacts and skills as well as to practically apply academic skills. At recess and gym, cooperative games can be introduced to balance the societal emphasis on competition (Orlick 1978). Certainly in classrooms where there are tensions among racial and cultural groups, it is crucial that teachers take an active role in establishing a positive social climate and helping children explore and resolve their differences.

The inclusion of younger and/or special needs children in classrooms may provide opportunities for children to be aware of others' needs and to learn when it is appropriate to offer help. In age-stratified groups, children usually receive attention, help, care, and teaching from adults and rarely are in situations where they can contribute to the knowledge or welfare of others. Not only is this awareness and concern for others basic to the goals of multicultural education, it is also relevant to recently emerging concerns about the self-centeredness of the me generation. While the presence of special needs and younger children may make the idea of social awareness and responsibility more concrete, these expectations can be incorporated into any classroom. Young children can be encouraged to help each other get dressed to go outside, pick up spilled crayons, carry the trikes onto the porch, etc. For primary age children, this involvement might be extended to raising money or contributing work for community people who need help. These activities are vehicles for fostering cooperation, social responsibility, and awareness of other people. It is important, however, that the children do not view the recipients of their efforts as "less good" or the "needy poor," but rather as people who, like themselves, sometimes need assistance.

Children's orientation to the social world, which begins with their earliest friendships, must be considered as part of any efforts to integrate multicultural education into the curriculum. Efforts to expand children's awareness of others, their capacity to communicate, their willingness and ability to cooperate, and their sense of social responsibility should be emphasized throughout their lives.

Broaden the cultural base of the curriculum

In addition to considering the children's self-concept, cultural identity, and their basic social orientation, teachers also need to broaden the cultural awareness of their students. Here the goal is not to teach children *about* other groups or countries but rather to help children become accustomed to the idea that there are many life-styles, languages, and points of view. Two factors appear to influence children's concepts of other groups (Lambert and Klineberg 1967). One is their perception of their own group. If their view is unrealistically superlative, then it creates an attitude of superiority toward others. Second, if children learn about other groups only in terms of contrasts, then they see them as being more different than groups about which they know nothing. Thus, it is important that teachers present a realistic view of the children's own group and stress the similarities among all people. Furthermore, children are more likely to integrate new information when they see it in relation to their previous knowledge (Forman and Kuschner 1977).

In a culturally diverse classroom, children can experience this relationship in a concrete way. "When Jorge talks to his mother, I can't understand him; when he talks to me, I can. When we play with cars, he calls them 'carros' so I call them 'carros' too." In these situations, teachers can incorporate a wide cultural content in the curriculum by including experiences and materials that reflect the children's cultural groups. While the teachers need to establish the basic framework for such a curriculum, the children, parents, and community can provide many resources.

In a monocultural group, these concepts are more difficult to convey. The fact that there are many different ways that people look, eat, work, cook, speak, etc., has to be more consciously introduced into the classroom. By concretely experiencing many different ways of doing things it is hoped that children will become more acclimated and receptive to variations among people. Children may develop more flexible expectations of human behavior, which, in turn, will enable them to approach contacts with less familiar people with a more respectful and open-minded attitude.

In early childhood classrooms, there are many opportunities to introduce variations in clothing, cooking, work, music, etc., into the classroom in very concrete ways. For instance, young children can be encouraged to try many ways of carrying objects using their backs, hips, heads, and in a variety of containers. These activities can be encouraged by having pictures that show people carrying objects in many different ways. The message would not be "The people in India carry containers of water on their heads," nor would it be "We do it *this* way, they do it *that* way." Instead, the idea that "all people carry things in many different ways and you can try some of them" would be emphasized. This same principle and format can be applied to include a variety of clothing, tools, and utensils in the role-playing corner. Singing and dancing from many different cultures are lively ways of conveying this concept. Other languages and nonverbal forms of communication can be introduced in the language arts program with songs, dramatics, books, and pictures. Foods, cooking, and eating are popular vehicles for incorporating unfamiliar experiences in a comprehensible context. Holidays provide high-interest occasions for incorporating cultural experiences into the classroom. There are many similar celebrations across cultures. Seasonal festivals (planting, harvesting, the celebrations of light at the winter solstice, the arrival of the new year) and commemorations of independence and other historical events occur in virtually every culture. Observances of familiar holidays can be greatly enriched by incorporating many cultural expressions of similar themes (Flemming, Hamilton, and Hicks 1977; Ramsey 1979).

In primary classrooms, many similar activities can be introduced in greater depth. Cooking activities, celebrations of holidays, and learning new languages can stimulate a great deal of interest and involvement in all areas of the curriculum. For these older children, teachers may want to make more information available about various groups, but it is important not to get involved in trying to convey information that is not meaningful to the children. When the children seem ready, teachers can start helping them to see the correspondences between their own lives and activities and those of others. When attempting to draw comparisons, it is important to avoid the we/they dichotomy or any suggestion that the unfamiliar forms are inferior. One important factor in reducing ethnocentrism is to see our own behaviors and responses as simply one way of doing things, not the only nor the best way.

Young children can experience in many concrete and meaningful ways the rich variety of human experience. Far from contradicting the goals and practice of early childhood education, this inclusion will enrich and expand them.

Study a particular group

Studying the cultures represented in any group of children is an important contribution to their cultural identity and understanding of their classmates. If there are children in the group who have recently immigrated to this country, then studying their homeland may be a way of easing the newcomers' entry into the classroom. This approach makes the adjustment and learning process a mutual and reciprocal one instead of being the sole responsibility of the recent arrival. Teachers might also want to focus on a particular culture or country if the children express a great deal of interest and/or many misconceptions about that group of people. In this country, this phenomena often occurs about Native American peoples. Teachers have tried and reported some success in their efforts to reduce negative stereotypes and to promote authentic understanding and appreciation of Native Americans (Council on Interracial Books for Children 1977).

When developing a focus on a particular group of people, it is important that the *people*, not the stereotypes or exotic differences, are studied. The fact that they are individuals who share many of the feelings and needs that children have experienced can be conveyed with photographs, stories, and if possible, actual contact with people from that group. Whenever children learn about a life style that differs from their own, they need to be given a context in which to understand why that particular system was developed. They need to understand all human behavior as reasonable responses to the environment, not simply as isolated actions. Also, the distinctions between the contemporary life styles and historical ones need to be drawn clearly, so that children do not confuse different cultures with different historical periods, For example, they need to understand not just that "The Sioux people lives in tepees," but that "Sioux people *used* to live in tepees because they needed to have homes that they could move easily as they followed the herds of buffalo. *Now* some of the people live in houses on reservations and others live in cities and suburbs." It is important that we do not convey a romanticized post card image of other people. Some sense of the political and social realities should be incorporated into the curriculum. For instance, it would be a misrepresentation to study Cambodia without some discussion of the present plight of the people there. As mentioned previously, the depth and complexity of the information will obviously depend largely on the age and experience of the children involved. However, efforts to simplify information should not impair its authenticity.

The activities that are developed as part of this curriculum should be concrete and comprehensible to the children. As described earlier, much of this information can be incorporated into materials and experiences that are already familiar. For preschoolers, this immediacy is particularly important. For primary age children, information should be offered only as long as they appear to understand it. Because of the complexity of many of the concepts involved, teachers should carefully monitor the children's responses to insure that they are forming authentic and differentiated perceptions of the people being studied.

Conclusion

Multicultural education can be incorporated effectively into every aspect of early childhood programs. While multicultural education may seem to be most immediately relevant to classes with minority children, it is even more important that all children in this country understand the culturally pluralistic nature of our society. Teachers need to be conscious of their own views and the limits of their knowledge in order to learn about the backgrounds and attitudes of the children in their classes. Using this information, they can design appropriate goals and curricula.

The concept of shared human experience and cultural diversity can be woven into all aspects of the curriculum. The emphasis on social and emotional development can be expanded to incorporate the enhancement of children's cultural identity and their awareness, concern, and respect for other people. Through a variety of materials and activities, young children can become accustomed to the idea that there are many ways of doing things. For primary school children, there should be a continued emphasis on the development of self-concepts, cultural identities, and social skills. As these children start to express curiosity about the world and gain skills to seek information, they should have access to materials that will foster their awareness of the diversity of human experience as well as its common themes.

Despite the complexity of its issues and content, multicultural education is far from incompatible with early childhood education. In fact, by incorporating one with the other, we can enrich and expand the lives of the children with whom we work.

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TOYS AND MATERIALS

Every center should contain regularly available materials backgrounds of the families in your classroom and then extending beyond to the major groups in your community and in the nation.

BOOKS

All children's books reflect social values and attitudes, some more obviously than others. Many, including books that are considered classics, reflect bias of some kind. Since books are a significant part of young children's lives in school and child care, much care must be given to their selection and use. Books should:

- Reflect diversity of gender roles, racial and cultural backgrounds, special needs and abilities; a range of occupations; a range of ages.
- Present accurate images and information (watch out for the "I is for Indian" stereotypic image in many alphabet books).
- Show people from all groups living their daily lives — working, being with family, solving issues relevant to young children, as well as having celebrations. Most books should be about contemporary life in the United States.
- Depict a variety of children and families within a group. This means having at least a few books about a culture.
- Depict various family lifestyles and incomes (beware of using only the large number of children's books picturing only families with two parents, and always with one parent of each sex; beware of using the large number of books that assume readers are Christian).
- Reflect different languages: alphabet books and stories in braille, sign, different spoken languages. When choosing books to read to children, consciously pay attention to fostering their awareness of diversity. Choose books that depict different ways of living and books that show various groups solving similar problems (e.g., having a new baby).

DRAMATIC PLAY

The equipment, objects, and spatial organization of the dramatic play area should include and encourage:

- Diversity of gender play: tools and spaces for working in and out of the house, rooms in the home other than the kitchen, male and female work and play clothes.
- Cultural diversity: cooking, eating, objects, work tools and clothes, personal objects used for holiday celebrations all reflecting a variety of cultures. Begin with the variation in your children's homes, then add other groups.
- Accessibility and exploration of the tools used by people with various special needs: wheelchairs, crutches, braces, cranes, heavy glasses, hearing aids.
- Child-size mirrors.

LANGUAGE

The environment should provide numerous opportunities for children to see and hear various languages, including sign and braille. Opportunities include labeling materials (e.g., blocks, puzzles), alphabet and number posters, books, story tapes, songs, finger games.

MUSIC

Regularly heard music should reflect the various cultural styles of the children and staff as well as other groups in the United States. Opportunities include singing, background music, music for movement and dancing, lullabies at naptime.

ART MATERIALS

- Tan, brown, and black paint, paper, collage materials and play dough, and skin-tone crayons, along with other colors
- Mirrors for children to check out their physical image
- Artwork (paintings, drawings, sculpture) by artists of diverse backgrounds depicting women and men from various racial and ethnic backgrounds.

DOLLS

- Bought and homemade dolls that represent a fair balance of all the major groups in the United States — Black, Latino, Asian-Pacific, Native American, as well as White. Black and Latino dolls should reflect the range of skin tones within these groups, by supplementing commercial dolls with homemade dolls. All dolls should be reasonably authentic-looking.

MANIPULATIVES

Regularly available manipulative materials should depict diversity in race, ethnicity, gender, physical abilities, and occupations, These include puzzles, Playmate™ and Playskool™ sets of people, family and community helper figures, lotto games, and card games. Avoid stereotypic images such as the Playmate's "Cowboys and Indians" sets.

CAMERAS

A Polaroid™ and regular color camera are invaluable tools for creating anti-bias materials of your own.

ADAPTATION

If the population of the class is predominately

- **children of color**, more than half, although not all, of the images and materials in the environment should reflect their backgrounds in order to counter the predominance of White, dominant cultural images in the general society.
- **poor children** (White and children of color), a large number of images and materials should depict working-class life in all its variety in order to counter the dominant cultural image of middle- and upper-class life.
- **White children**, at least one-half of the images should introduce diversity in order to counter the White-centered images of the dominant culture.
- **differently abled children**, they deserve learning about gender and cultural diversity as well as about the capabilities of people with special needs. A large number of images should depict children and adults with disabilities doing a range of activities.

If there are a few children who are different from the rest of the group, then take care to ensure that those children's background is amply represented along with representations of the majority in the class.

LEVEL: STAFF

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will list and give examples of the types of play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review definition: – Exploratory Play – Manipulative Play – Imaginative or Symbolic Play What are some Exploratory, Manipulative, and Symbolic Play activities? (List as participants identify.)	1. Transparency (S-T2) *Types of Play* Leader Notes (S-L2 and 3) *Nature of Play* *Types of Play*	1. Read leader notes, *The Nature of Play* and *Types of Play* to help generate discussion.
2. Small group activity Participants will examine early childhood materials and categorize according to above types. (Exploratory, Manipulative, Imaginative or Symbolic Play) Discuss results in large group.	2. Toy — For example Blocks, legos, puzzles, books, sand, water, etc.	2. Materials/toys for activity could be borrowed from SERRC.
3. Large group activity Discuss Handout.	3. Handout (S-H2) *Skills That Might Be Observed in Different Types of Play.*	3. Note how diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence toy selection.

S-T2

TYPES OF PLAY

EXPLORATORY PLAY

Children learn about themselves and their world through sensory motor awareness.

MANIPULATIVE PLAY

Children use objects to gain control.

IMAGINATIVE OR SYMBOLIC PLAY

Children use toys or objects to represent events in every day life.

THE NATURE OF PLAY

Piaget (1963) placed play into three broad categories, First, ***practice play*** accompanies the sensory-motor stage of cognitive development. Practice play is characterized by the exploration and repetition involved in mastering an activity. The game of "taking things out and putting things in" is typical practice play.

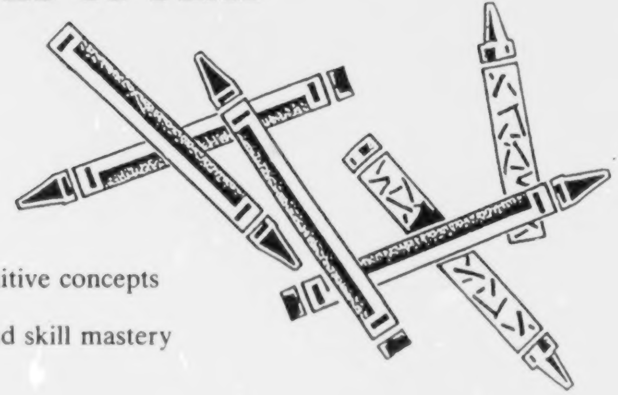
Symbolic play describes the second type of play that occurs during the pre-operational stage of cognitive development. Preschool children involved in symbolic play can be seen using one object to represent or symbolize another. A child might attribute the qualities of a camera to a small wooden block and go around "taking pictures." The child's increased verbal ability allows imitating and reenacting experiences. Social play flourishes along with interaction with specific toys.

The third kind of play is referred to as **games with rules**, which requires more complex communication and cooperation. Whereas some may engage in rule-oriented play during preschool, interest in this behavior is thought to heighten during the concrete operational stage of cognitive development near seven years of age.

THE DEVELOPMENT OF PLAY

Education usually emphasizes structured, teacher-directed play because some children do not appear to learn readily through spontaneous play, Wehman (1978) suggests that inappropriate toys and play materials may contribute to handicapped children's limited play behavior. Toys that are not durable, fail to withstand rough treatment and toys such as dolls designed for symbolic play are not developmentally appropriate for some children. Children who still need to engage in practice play must be provided with toys strong enough to accommodate repeated use. Children who lack attending skills, imitation skills, or communication skills cannot be expected to share or take turns. Developing these abilities takes time and is taught deliberately through modeling and reinforcement. Teachers need to assess a child's developmental strengths and weaknesses to encourage the most appropriate play activities.

TYPES OF PLAY



Play helps children to:

- develop motor coordination and cognitive concepts
- interact with others
- develop feelings of self-confidence and skill mastery

Exploratory play

Children learn about themselves and their world through sensory motor awareness. The emphasis should be on action and movement but also includes color, texture, and sound. Through sensory motor play, children respond to stimulation with movement as they explore, discover, examine, and organize.

To encourage exploratory play use: balls, sand and water toys, pull and push toys, slides, swings, tricycles, finger paints, and magnets.

Provide home activities such as:

- Playing in the sink with soap bubbles and plastic containers for filling and pouring
- Whipped cream, shaving cream or pudding used as "finger paint" on a smooth surface
- Wooden spoons and containers (coffee cans, cereal boxes or aluminum pie plates) used as a drum or other musical instrument
- Large cartons that become toys for climbing in and out, getting under, or pushing around

Manipulative play

When children handle objects they make them change and move. In this way, they develop eye-hand coordination and hand dexterity as well as the concepts of size, weight, flexibility, and temperature. Toys that provide manipulative play include those that encourage a child to stack, nest, build, take apart, and reassemble.

To encourage manipulative play use: blocks, daisy chains, puzzles, peg boards, play dough, crayons, beads, lacing cards, and connecting blocks.

Provide home activities such as:

- Individual cereal boxes for stacking
- Different size empty containers with smooth edges that can be nested
- A shoe box or coffee can with a slot in the top through which the child can put large buttons, playing cards or other objects (supervise this activity to prevent choking or swallowing small objects)
- Large macaroni or cereal with yarn or a shoelace for stringing

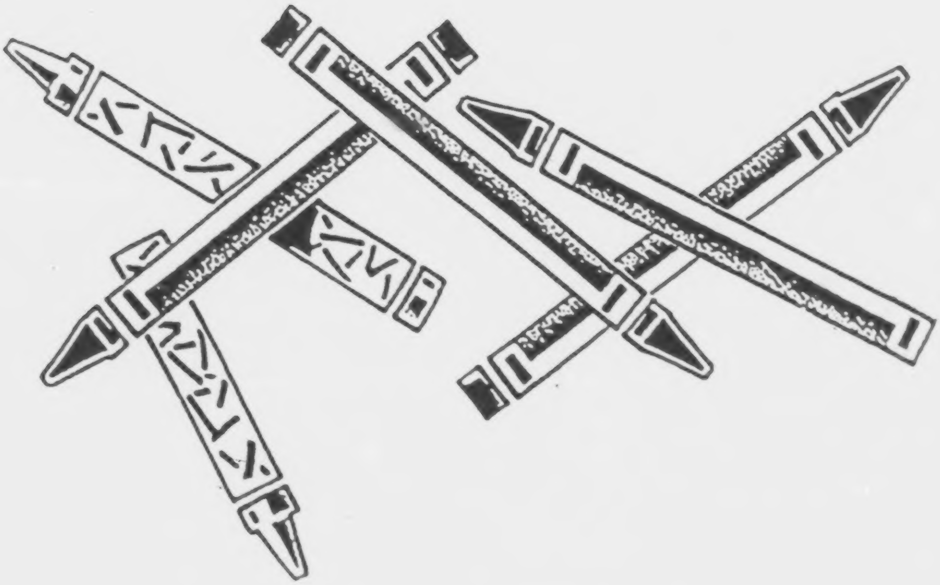
Imaginative or symbolic play

Imitation, role-playing, and pretending are important for developing positive self-image, social skills, and language concepts. In this type of play, children use toys or objects to represent events in everyday life.

To encourage symbolic play use: dolls, stuffed animals, trucks, trains, small human or animal figures, tea sets, "dress-up" material, records, books, play furniture, and toy telephones.

Provide home activities such as:

- Boxes and cartons of all sizes that can be transformed into a playhouse, train, truck, doll house, etc.
- Mom and dad's discarded clothing including hats for dress-up
- Hand puppets made from small paper bags or socks
- Opportunities to work with Mom and Dad in cooking, cleaning and yard work



S-H2

SKILLS THAT MIGHT BE OBSERVED IN DIFFERENT TYPES OF PLAY

A variety of skills might be observed in any type of play. In addition, it is difficult to assign specific developmental levels to types of play because it is the complexity of the play that increases over time. Toddlers may engage in simple constructive play, stacking two blocks over and over to make a short tower or may engage in symbolic play when they use a block to represent combing their hair. However, each type of play addressed above does elicit certain kinds of skills. Understanding the skills that are involved can provide valuable assistance in determining children's strengths and needs when observing play.

> **Functional play** may elicit skills such as grasp, fine motor manipulation of objects (stacking of small blocks, putting objects into, taking objects out of containers), language — particularly repetition of sounds and words.
>
> **Constructive play** may be a medium for the child to demonstrate her or his ability to manipulate objects, problem solve, understanding of size, shape, weight, or quantity, perceptual and eye-hand coordination.
>
> **Manipulative play** is an avenue for demonstrating understanding of cause and effect, problem solving and perceptual skills.
>
> **Dramatic play** (also called symbolic play because it involves the use of materials to represent or symbolize other things) provides opportunities for interactive skills such as turn-taking, imitation, conflict resolution (personal or social), listening and responding appropriately, directing play through the use of words (meta-communication), and formulating and using questions. Self-help skills such as dressing, use of utensils, pouring, and hygiene may also be developed and practiced through dramatic play.
>
> **Motor play** creates opportunities to release energy, understand the concept of body in space, increasing strength and agility in running, climbing, etc., and helps children to internalize prepositional concepts such as in front of, beside, on, off.
>
> **Games with rules** promote skills such as thinking through an activity, social and verbal interactions (turn-taking), and focusing on a task.

All of these types of play provide opportunities for modeling and imitation of skills. Each provides opportunities for problem solving, persistence and focus. Depending upon the type of social play involved, all may provide opportunities to practice social skills.

LEVEL: STAFF

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the need to identify room arrangement and various environments to accommodate play activities for young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity View video, *Environments for Young Children.* – Review differences between opened and closed environment. – Discuss appropriate use of each environment.	1. Video, *Environments for Young Children,* National Association for the Education of Young Children.	1. Ask participants to focus on the open and closed environment portion of the film for discussion. Note how issues relating to diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence the environment.
2. Large group activity Discuss the ten important points listed on the Handout, *Setting the Stage for Productive Free-Play Times.*	2. Handout (S-H3) *Setting the Stage for Productive Free-Play Times* Video, *Curriculum, The Role of the Teacher* (optional).	2. Use Handout *Setting the Stage for Productive Free-Play Times* to generate group discussion.
3. Large group presentation Differences in children's use of space. **IMPORTANT NOTE** If videos are NOT available for activities, see Leader Notes, *Messages in the Environment.*	3. Handout (S-H4) *Observed Differences in Children's Use of Space* Leader Notes (S-L4) *Messages in the Environment* Handout (S-H5) *How the Environment Supports Socio-Emotional Development* Worksheet (S-W1) *Organizing the Environment*	3. Read and study Handout, *Observed Differences in Children's Use of Space* for discussion. Reflect on how diversity might influence the issue. **OPTIONAL ACTIVITY** – Read and study Leader Notes (Optional Activity A) – Participants read and discuss Handout (Optional Activity B) – Individual/Group activity worksheet (Optional Activity C) Note how issues of diversity might influence the issues in this activity.

SETTING THE STAGE FOR PRODUCTIVE FREE-PLAY TIMES

1. Provide adequate space indoors and out. Avoid crowding.
2. Arrange small play spaces, separated by shelves or other dividers. Puzzles, books and other things to do alone should be available.
3. Prepare larger spaces for cooperative play with blocks and other building materials.
4. A play kitchen in a corner encourages group play. Provide some full-size pans and spoons and child-size equipment.
5. Maintain the same basic room arrangement over time, but vary the play materials available. Have a storage area where toys may "rest." Sometimes allow the children to choose what will be stored and what will be available.
6. Include clay and easels but monitor their use.
7. Puppets, dolls and doll houses, and barns and animals should be regularly available. These imagination stimulators require set-up space, whether used alone or with a group.
8. Remove toys that appear to encourage an activity or noise level incompatible with the best interests of all the children. In small areas, large cars and trucks usually generate too high an activity level for safety.
9. Plan to alternate indoor and outdoor play whenever possible. Outdoor areas should provide safe climbing and running spaces,, as well as tricycles and structures for crawling in, over, and under.
10. Be alert for special needs. Provide special equipment for children with physical disabilities.

Adapting Early Childhood Curricula. Cook & Armbruster

S-H4

OBSERVED DIFFERENCES IN CHILDREN'S USE OF SPACE

Space does not communicate in an identical way to all children; cultural, as well as individual, differences in experience may affect their perceptions. There may be space which is "good" simply because it is familiar and comfortable to the children. A staff may determine the past "spatial experience" of particular children and make some effort to duplicate it, at least part of the time, to help young children bridge the transition from home to the school setting.

Our data showed a highly distinctive pattern for space. In our sample, centers which primarily served children from the highest socio-economic level had yards and indoor space of high quality, being exceptionally roomy and interesting with no excessive noise and little crowding. Children in these centers were provided with an interesting, well organized, and sheltered environment. Not only did the indoors provide better space than the outdoors, but few yards provided any contact with activities outside the fence. Centers serving children of lower socio-economic levels less often had these characteristics but were more apt to offer glimpses of a lively outside world — a busy elementary school yard or street.

In contrast to the unusually roomy quality within which children of high socio-economic status functioned happily, relatively crowded and/or congested space was seen to support a high level of interest and involvement among segments of certain ethnic groups. In one center serving primarily Spanish speaking Mexican-American children, we observed 12 children, ranging in age from two and one-half to five years, playing with marvelous conflict-free absorption in an unusually small space which, according to our experience with middle and upper socio-economic status children, should have led to a high level of conflict. We suspect that this setting resembled those which had been experienced at home as affectionate, warm, and comfortable, and the familiarity acted to free these children for a considerable amount of experimentation with unfamiliar materials. There were many unusual art activities and table toys available, and a well equipped house play area, all of which the children used with high interest.

In a few centers with primarily Jewish staff and Jewish children, we again saw crowded space which we would have expected to lead to irritability and conflict, but which was enjoyed thoroughly and functioned effectively for staff and children. It seems likely that members of warm family cultures which may have been forced into constricted space by adverse circumstances (either historically or in the present) may well be able to make the best of the resulting physical closeness and, in fact, come to prefer it.

Occasionally, certain groups of children did not use equipment in quite the expected way. One middle-class nursery school which had integrated Head Start children into its groups had developed a novel play area in part of one of their yards, keeping the more traditional equipment in the rest of the space. While the middle-class children thoroughly enjoyed the novel equipment, Head Start children consistently chose to play only with traditional equipment.

In day care centers located in low-income areas, we noted that table toys sometimes were being used differently than we had observed with high-income children. The toys in question (various kinds of puzzles, building toys, etc.) had involved the high-income children's interest and served as a point of focus for play. Lower-income children exhibited a rather consistent pattern of intense focus on social interaction, warm, spirited conversation while engaged in play with the table toy. This may well relate to the "task oriented" versus "person oriented" distinction reported by Hertzig et al. 1968. It may also be indicative of individual cognitive style (Hilliard 1975; Cohen 1968; Ramirez 1972), a topic which should be explored in greater depth in order to better understand children's behavior.

Playing on the outdoor equipment sometimes took this same form. Children did a lot of running through the yard, entering a play unit, leaving, entering another, then leaving, etc. Again the observer was aware of a focus on social interaction.

The purpose of this section is to call attention to the possibility that some ways of supporting cognitive development may not work for some groups of children, and if support of cognitive development is seen as a goal, many ways are available to foster that development.

In summary, young children may "read" identical settings differently, depending on their background, and what may be appropriate and useful for some children may be inappropriate and unpleasant to others. There may be wisdom, therefore, in identifying the previous "spatial experience" and cultural milieu of children, making it possible to provide children with what is familiar and comfortable and to provide staff with the opportunity to build current programs into the children's frame of reference.

Kritchevesky, Prescott, & Walling. *Planning Environments For Young Children's Physical Space*. 1990. NAEYC.

MESSAGES IN THE ENVIRONMENT

The types of materials in a classroom and the way in which they are organized convey important messages to children. When the room is attractive, cheerful, orderly, and filled with interesting objects, the message is: "This is a comfortable place where you can explore, feel safe, and learn." When children see cubbies with their pictures or names on them, their art displayed on the wall at their eye level, and places for their personal belongings, the message is: "You belong here. This is your space, too."

Teachers who are aware of the power of the environment are able to arrange indoor and outdoor spaces to convey the messages they want children to receive. Examples of specific messages and how the environment can convey them are given below.

This Is a Cheerful and Happy Place

- Neutral colors (gray, off-white, beige) are used on the walls and bright colors are used selectively to highlight interest areas or mark storage areas on shelves.
- Furniture is clean and well-maintained.
- Wall decorations include children's art displayed attractively at the children's eye level and with large spaces of blank wall so that children are not overwhelmed.
- Decorations such as plants, fabric-covered pillows, and colorful tablecloths are used in the classroom.

You Belong Here

- There is a cubby or place where each child can keep personal things and with each child's name and/or picture inside.
- Furniture is child-sized.
- Pictures on the wall, in books, and in learning materials show people of ethnic backgrounds similar to the children in the class.
- Each child's artwork is displayed and protected.
- Materials, equipment and furniture are adapted so children with disabilities can be involved in all areas of the classroom.

This Is a Place You Can Trust

- A well-defined schedule is provided so children learn the order of events that occur each day.
- Shelves are neat and uncluttered so children can see what materials and toys are available.
- Pictures illustrate the schedule so children can "read" it.
- Furniture and materials are arranged consistently and labeled so children know where to find the things they need.
- Consistency is provided in routines such as eating, napping, and toileting.

You Can Do Many Things on Your Own and Be Independent

- Materials are stored on low shelves, encouraging children to select and use materials on their own.
- Materials are logically organized (drawing paper near the markers and crayons, pegs near the pegboards) and located in areas where they are to be used (table toys on a shelf near low tables, blocks and props in the block corner).
- Shelves are labeled with pictures that show children where toys and materials belong.
- An illustrated job chart shows what each child's responsibilities are.
- Open spaces outdoors encourage children to run.

You Can Get Away and Be by Yourself When You Need To

- Small, quiet areas of the room accommodate one or two children.
- There is a large pillow or stuffed chair in a quiet corner of the classroom.
- There are headphones for a phonograph or tape recorder for individual listening.

This Is a Safe Place to Explore and Try Out Your Ideas

- There are protected and defined quiet areas for small group activities (e.g., a table with three to four chairs enclosed by low shelves containing table toys).
- Children are given smocks for artwork and water play so that they can express themselves without fear of getting soiled.
- Protected floor space is clearly defined and out of the line of traffic so that children can build with blocks.
- The outdoor area is fenced in and protected.
- Attractive displays of materials invite children to use them.
- Toys are rotated periodically so there is always something new to interest children.

S-H5

HOW THE ENVIRONMENT SUPPORTS SOCIO-EMOTIONAL DEVELOPMENT

Much of what we know about children's socio-emotional development during the preschool years is based on the work of Erik Erikson who described the stages of socio-emotional development that people pass through. As in all developmental theories, these stages are sequential: early stages lead to future stages, and the early stages, once passed through, are never entirely forgotten.

Erikson's theory is based on the idea that there are eight stages of socio-emotional growth, from infancy to old age. At each stage, people confront particular socio-emotional circumstances. How these situations are handled determines how a person's character and personality develop. To illustrate, according to Erikson, at the first stage of development, children learn to either trust or mistrust their environment. Infants who are constantly cared for learn that their environment can be trusted. They come to know that they will be fed when they are hungry, changed when they are soiled, and comforted when they are upset. This sense of trust gives them the security to venture out on their own. Independence is an outgrowth of trust.

During the preschool years, children deal with two specific stages of socio-emotional growth:

- learning to be independent and in control of oneself; and
- learning to take initiative and assert oneself in socially acceptable ways.

The issues that children are dealing with during the first three stages identified by Erikson are summarized in the chart below.

Trust	**Distrust**
I can depend on you to meet my needs. This is a safe place.	I can't depend on you. I'm not safe here.
Autonomy	**Doubt**
I can do it myself. You approve of me.	I probably can't do it. You don't approve of me.
Initiative	**Guilt**
I can solve problems. I can take risks and make mistakes.	I'm doing it wrong. I'd better not try.

ORGANIZING THE ENVIRONMENT

Identify in the space below specific ways in which the environment can be organized to help children develop trust, autonomy, and initiative.

Trust	
Autonomy	
Initiative	

GOAL 2

P.L.A.Y.

BEST COPY AVAILABLE

LEVEL: STAFF

GOAL: **#2** Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will understand (recognize) the relationship between play and the developing child.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss stages of play that children experience as viewed by several theorists. – Mildred Parten – Piaget – Sara Smilansky – Others Review *Four Trends Pertinent to Play.* Review stages of cognitive play. Review the ways play can contribute to the preschool child's overall development. Identify areas of developmental domains. Discuss.	1. Handouts (S-H6, 7, and 8) *Mildred Parten's Developmental Stages of Social Play* *Piaget's Theory of Play* Transparency (S-T3) *Sara Smilansky* *Others* Transparency (S-T4) *Four Trends* Leader Notes (S-L5) *Four Trends* Handout (S-H10) *Stages of Cognitive Play* Transparencies (S-T5 and 6) *As Adults* *All people ...* Transparencies/Handouts (S-T7 and 8) *Play and Development* *Developmental Domains* Leader Notes (S-L6) *Importance of Play* by Linder	1. **Supplemental Resources** Read chapter 11, *Teaching Infants and Preschoolers* by Bailey and Woolery. Read *Special Needs: Play and Learning.* Also read *Play as a Medium for Learning and Development, A Handbook of Theory and Practice* by Bergen. Read and study leader notes, *Four Trends Pertinent to Play.* Cognitive play is used here as one example. If time permits, other domains could be discussed. Refer to domains established by the state of Ohio: sensorimotor, adaptive, aesthetic, cognitive, communication, and social-emotional. Read *Transdisciplinary Play-Based Assessment* by Linder — *Importance of Play,* which has been included as leader notes or Handout. (This text may also be used as a supplemental resource.) Refer to *Rules for the Education of Preschool Children with Disabilities.*

S-H6

MILDRED PARTEN'S DEVELOPMENTAL STAGES OF SOCIAL PLAY

In a study of the social participation of children from 2-5 years, Parten (1932) identified six types of peer play.

Stage	**Age (yrs)**	**Characteristics of Play**
Unoccupied Behavior	0-2	Children are not playing, but are engaged in "unoccupied behavior," e.g. looking around the room and following adults.
Onlooker Behavior	2 & older	Children spend their time watching others play. They may verbally interact with others but do not engage in play with them.
Solitary Play	2½ & older	Children engage in play by themselves. They play with toys or materials on their own. Play is not dependent on or involved with the play of others.
Parallel Play	2½ - 3½ and older	Children play near others. They may choose a toy, material, or activity that brings them alongside others or others alongside them. They are still involved in their own play, however.
Associative Play	3½ - 4½ and older	Children play with others in a group. Children may exchange materials. Although children are playing together, there is no intended purpose of the play. Children are involved in interpersonal relations during play. Children at a water table frequently exhibit this kind of play.
Cooperative Play	4½ & older	Children play in and with a group that has some intended purpose or goal, e.g., building a fort, making a sand sculpture, playing a game, or dramatizing (such as playing house).

Source: Parten, M. "Social participation among preschool children." *Journal of Abnormal Psychology, 27*, 243-269.

S-H7

PIAGET'S THEORY OF PLAY

According to Piaget, the child's first 24 months, during the sensorimotor stage, are dominated by practice play. From 2-7 years, the pre-operational stage, children engaged in symbolic play. From 7-10 years and beyond, children are primarily interested in games with rules.

Piaget focused primarily on children's play as it relates to their cognitive development, where as Parten concentrated on children's social development

The following is a brief description of these three types of play:

Practice Play: 0-2 years

This type of play often involves the pleasurable repetition of skills that have already been mastered; Piaget calls this "mere practice." Infants reach, hit, pat, and bang objects. Practice play also involved the child exploring new play opportunities discovered by accident ("fortuitous combinations"), and deliberately creating new opportunities for play ("intentional combinations").

Symbolic Play: 2-7 years

This is play in which a child uses an object as a symbol for something else. During this stage, social interaction is incorporated into pretend play, and gradually develops into more and more realistic dramatic play.

Games With Rules: 7-10

Piaget defines games with rules as those games in which there is competition between individuals and which are regulated either by a code handed down from earlier generations or by temporary agreement. Engagement in practice play and symbolic play declines as preoccupation with games with rules increases. This period roughly corresponds to the concrete operational period of cognitive development.

S-T3

SARA SMILANSKY

“Sociodramatic play is one of the most important milestones of early childhood.”

Sociodramatic play is a form of voluntary social play activity in which young children participate. It may involve:

- free play
- doll play
- make-believe play

(ages 3-8 years)

S-H9

OTHERS

Wehman — Play Skill Hierarchies

- Four levels of exploratory play
  - Orientational Responses
  - Locomotor Exploration
  - Perceptual Investigation and Manipulation
  - Searching
- Nine levels of toy play

Bailey & Wolery — Toy Play Levels

- Six levels of toy play
  - Repetitive manual manipulations; oral contracts
  - Pounding; throwing; pushing or pulling
  - Personalized toy use
  - Manipulations of movable parts of toys
  - Separation of parts of toys
  - Combinational use of toys

Sutton-Smith — Developmental Play Sequence (from 1-5 yrs)

Imitation
Exploration
Prediction
Construction

FOUR TRENDS PERTINENT TO PLAY

- Biological Maturation
- Elaboration and Complexity
- Control Through Plans and Ideas
- Wider Experiential Base

S-L5

FOUR TRENDS PERTINENT TO PLAY

Children develop in an orderly and sequential process. This process is characterized by change from the simple to the complex, from concentrating on the self to interacting with others, and from the concrete to the abstract. Play reflects and affects development. Trends are evident in play just as they are in other areas of children's development. Four trends that seem especially pertinent to play have been identified by Garvey (1977):

Biological maturation. As children's bodies and minds grow physically, children gain new skills and competencies. Accurate throwing follows inaccurate throwing. Experience determines the level of skill developed, but maturation provides the possibility.

Elaboration and complexity. Children's play becomes more complicated with age. Two or more resources may be combined.

Control through plans and ideas. Children manipulate the environment or change reality. They are less dependent upon toys or materials, but can use their imaginations.

Wider experiential base. As children see and experience causal relationships among physical and social events, they can use these ideas for pretend themes. Play usually expands from the common "let's play house" to themes about other topics such as astronauts or hospital.

These developmental trends are evident in both the structure and content of children's play.

Rogers & Sawyers

S-H10

STAGES OF COGNITIVE PLAY

Stages of cognitive play

In addition to the stages of social development apparent in children's play activities, children engage in varying types of play whose complexity varies as the child learns. These types of play, though they may not involve purely cognitive skills, are commonly categorized as cognitive play.

Functional play is play that focuses on the repetitive movements or utterances with or without objects. Some examples might include gathering and dumping, repetition of rhyming sounds, or manipulating objects in the same way over and over again. This is sometimes referred to as **practice play** as it provides practice and allows for exploration.

Constructive play involves the use of objects or materials to construct or create something. Blocks, Legos, paints, crayons, play dough, and paper are examples of media that may be used in constructive play.

Manipulative play is similar to constructive play in that it involves the use of objects to manipulate, gain control over, or master the environment. Cause and effect toys such as wind-ups, toys that produce a sound or other result, and puzzles or shape toys are examples of materials that facilitate manipulative play.

Dramatic play is possibly the most easily recognized and defined type of children's play. Also called **symbolic play,** this play evolves as children begin to use objects in a pretend or a representational manner. Dramatic play is manipulation of reality in which children can act out fantasies or frustrations, transform an object into something entirely different (a block becomes a cookie), or imitate and practice skills and interactions she or he has seen others perform.

Motor play is typically social, boisterous, and sometimes competitive. Although all types of play will involve some level of motor skill, whether gross or fine, motor play is based on action. Examples of motor play are run and chase activities, tag, tug-of-war, or rough and tumble play such as wrestling and mock fighting.

Games with rules require a higher level of skill than most play activities although younger children may be able to engage in simple rule activities or follow routines that are governed by rules. Children at this level are able to accept prearranged rules and control their behavior within specific limits. This kind of play activity includes cards, board games, hide-and-seek, and games that children create and control through elaborate rule structures.

RAP, Vol. 4, Issue 4

AS ADULTS

Play is an important part of every child's life. Children not only enjoy playing, but also learn at the same time. Play increases their cognitive and physical development and encourages their social and emotional growth. It helps develop creativity and encourages new ways of thinking.

Play is especially important educationally because children spend a great deal of time occupied in it. Teachers and caregivers need to take advantage of the appeal of play in order to create meaningful learning experiences.

"As adults, we are often reluctant to relinquish the control over the learning situation to children. Many of us are more comfortable when we are directly teaching than when we act as facilitators for children's play. But we must allow children to play if they are to learn" (Roger & Sawyers, 1988, p. 6).

From Special Needs: Play and Learning Introduction

S-T6

"All people who care for and teach children should be knowledgeable about research on play development and on the relationship of play to cognitive, social, emotional, physical, language, moral, and gender/sex role development and should be able to communicate this knowledge to others."

Bergen, p. 303 from her **Epilogue; How to Begin.**

S-T7

PLAY AND DEVELOPMENT

- Play and Emotional Development
- Play and Cognitive Development
- Play and Language Development
- Play and Social Development
- Play and Motor Development

DEVELOPMENTAL DOMAINS

Adaptive

Aesthetic

Cognitive

Communication

Sensori-Motor

Social-Emotional

IMPORTANCE OF PLAY

Many theorists and researchers have investigated play and its relationship to various facets of development. In fact, play has been said to lead development (Fromberg, 1987). When children are engaging in play, they are functioning close to their optimal developmental level (Vygotsky, 1967). A brief overview of the pivotal nature of play in a child's early years follows. Specific information on the sequences of developmental change will be found in individual chapters related to developmental domains.

Play Influences Cognitive Understanding

Play and cognitive development interact in a reciprocal manner, with play leading to more complex, sophisticated cognitive behavior, which in turn affects the content of play (Athey, 1984; Piaget, 1962). During play, the child is involved in cognitive task that require making choices and directing activity (Hohmann, Banet, & Weikart, 1979). The child has control over both the content and process of play. He or she can decide whether to engage in exploration of the familiar or to extend behaviors into activities that are physically or cognitively novel (Almy, Monigham, Scales, & Van Hoorn, 1984).

Because manipulation of objects is often involved, play provides an optimal arena for problem-solving (Sharp, 1970). As challenges arise, the child confronts them and unravels solutions through physical and mental trial and error. Play with numerous materials leads to a greater ability to discriminate between information that is relevant or irrelevant to a given purpose (Athey, 1984). Mastery motivation, or persistence in problem solving, is acquired through determined acquisition and enthusiastic practice of a new skill until it can easily be accomplished (Morgan & Harmon, 1984). Perseverance is most easily learned in enjoyable activities. As Bettelheim (1987) indicated, if perseverance has not become a habit in the satisfying activities of play, it is not likely to develop in endeavors such as schoolwork. In play, the child develops the capacity to derive pleasure from completing a task and solving a problem posed by play materials, independent of adult praise and approval (Freud, 1970). Play activity also broadens a child's experience, and thus increases the number of responses available for solving the next problem (Herron & Sutton-Smith, 1971). As problem-solving skills develop, the child establishes relationships between objects, words, and ideas, and can apply them to novel situations (Cass, 1979; Dansky & Silverman, 1975; Pellegrini, 1984; Pellegrini & Greene, 1980). Feitelson and Ross (1973) also found that play increases creative thinking.

Pellegrini (1980, 1987) found achievement to be related to higher levels of play. Classification skills and spatial understanding have also been found to correlate with higher levels of play (Rubin & Maioni, 1975). Symbolic play also appears to increase recognition of numbers and understanding of set theory (Yawkey, Jones, & Hrncir, 1979), as well as sequential memory performance (Saltz & Johnson, 1974). As pretend play evolves, the child's ability to conceive of objects and situations as representing other objects and situations contributes to later skill in planning, hypothetical reasoning, and the understanding of abstract symbols and logical transformations (Almy et al., 1984). Play leads to the internal mental processes of association, logical memory, and abstract thinking that are necessary for the transition from preschool to elementary school (Vygotsky, 1967). Play is a powerful medium for learning because it is self-initiated, pleasurable, active, and implies learning through discovery in situations that are personally meaningful.

Play Influences Social-Emotional Development

Play is the practice ground for the social skills needed in adult life (Piaget, 1962). Children develop social understanding through having to take into account the role of others (Mead, 1975); thus, play is a vehicle for broadening empathy for others and lessening egocentrism (Curry & Arnaud, 1984). As the child explores fantasy in an emotionally safe environment, feelings can be freely expressed. Children use play to work through and master the perplexing psychological complications of past and present. Much of representational play is motivated by inner processes, desires, issues, and anxieties (Bettelheim, 1987). As such, play is a means of self-realization (Arnaud, 1971). The dramatization of fears and anxieties enables children to understand themselves, and gives them a source of control over the obstacles and dilemmas within their lives (Axline, 1969; Freud, 1970; Gould, 1972; Issacs, 1972). The child also learns through play that to enjoy continuous interactions with others, aggression must be controlled and various intrinsic rules must be followed. Symbolic play with peers provides an opportunity for others to respond to the child's behaviors. Peer pressure appears to increase control over impulsivity (Saltz, Dixon, & Johnson 1977). Therefore, play serves as the initial informal stage for learning the system of roles and social rules, and for practicing for sanctioned mores of the culture and society (Erickson, 1951).

Play Influences Language

As Garvey (1977) has pointed out:

> Almost all levels of organization of language (phonology, grammar, meaning) and most phenomena of speech and talking, such as expressive noise, variation in timing and intensity, the distribution of talk between participants, the objectives of speech (what we try to accomplish by speaking) are potential resources for play. (p. 59)

The child from two to six years of age is fascinated by language and can freely experiment within play with the various nuances of language. As the child learns to represent objects, actions, and feelings in symbolic play, a corresponding ability to represent them through language also develops (Nicholich, 1977, 1981). In the same way that the child masters cognitive problems through experimentation, the child can master the phonological, syntactic, and semantic rules of language through the medium of play (Athley, 1984). Social play with language allows the child to practice sounds, intonations, spontaneous rhyming, and word play; play with fantasy and nonsense; and play with speech acts and discourse (Garvey, 1977). Smilansky (1968) found that training in sociodramatic play led to: 1) a greater number of words spoken, 2) longer sentence length, 3) play-related speech, and 4) a larger vocabulary. A positive relationship also exists between play with language and subsequent metalinguistic awareness or cognitive understanding of various aspects of language (e.g., "boy begins with the letter 'b'"). (Cazden, 1974; Pellegrini, 1980, 1981). The child also becomes aware of the effects that distinct or unconventional language patterns produce interaction; thus enabling the child to establish and practice the social conventions of language.

Play Influences Physical and Motor Development

The exploratory and play behaviors of the early years contribute to the growth and control of the sensory and muscular systems. "It appears that repetition of movements, or sequences of movements, has the effect of establishing neural pathways that facilitate performance and make these sequences readily available for future use" (Athey, 1984, p. 12). Practice of motor responses in play activity results in motor skills that are swift, fluid, and accurate. During play, the child learns about the influence and control that his or her own body can exert on the world. In gross motor play, the child gains mastery over larger and more mobile objects and tools as well as an understanding of how the body moves through space, while fine motor skills and eye-hand coordination are developed through play with smaller objects (Athey, 1984). Aspects of self-confidence also derive from the child's perception of his or her body image and physical abilities (Harter, 1981).

Characteristics of the Play of Children with Handicaps

A much less extensive body of research exist on the play of children with handicaps. In part this may be due to the heterogeneous nature of the population, but is also a result of an emphasis on non-play assessment and intervention approaches (Fewell & Kaminski, 1988; Rogers, 1986b). Quinn and Rubin (1984) report that much of the research on the play of children with handicaps is poor quality and show inconsistent results.

Based on current literature, it does not appear that the play of children with handicaps is dissimilar from that of children who do not have handicaps, in both quantity and quality. A brief review of the characteristics of the play of children with various types of handicaps is presented in this chapter. More extensive reviews can be found in Fewell and Kaminski (1988), Quin and Rubin (1984), and Rogers (1982).

Play of Children with Developmental Delays

Developmentally delayed children appear to progress through the same sequences of development as children who are not developmentally delayed (Hill & McCune-Nicholich, 1981; Mahoney, Glover, & Finger, 1981; Motti, Cichetti, & Sroufe, 1983; Rogers, 1977; Sigman & Ungerer, 1984); however, several areas of deficiency are evident in this population. For instance, in a review of the literature, Li (1981) notes that the play of children with mental retardation is characterized by a restricted repertoire of play skills, including reduced language during play, less sophisticated representational play, and a limited selection of play materials.

Vocal imitation in infants with Down syndrome is decreased (Mahoney et al., 1981), and the verbal child demonstrates diminished frequency of speech and shorter mean length of utterance (Hulme & Lunzer, 1966). Differences in attention span also affects the play of children with development delays. These children appear to monitor the environment and engage in their mothers in social play less often than children who are nonhandicapped, and spend more time in unoccupied behavior than children who are nonhandicapped (Krakow & Kopp, 1983). The presence of stereotyped behaviors in children with severe and profound delays also mitigates their play (Rogers, 1982; Thompson & Berkson, 1985).

Play of Children with Physical Handicaps

The child who has physical handicaps is restricted in very obvious ways. Poor head control affects the child's ability to look at, track, and anticipate object appearance; judge distances; and identify objects within the environment. Inability to move affects the capacity to explore, to find objects to combine, or to ask someone in another room to help accomplish a difficult task. Poor motor control of limbs affects the accuracy of reaching, grasping, and releasing objects (Newson & Head, 1979). Difficulty in accomplishing simple tasks can also affect mastery motivation, as the child is dependent on others and can become increasingly passive in play and in using self-help skills (Greenberg & Field, 1982; Heffernan, Black, & Poche, 1982; Jennings, Conners, Stegman, Sankaranarayan, & Medolsohn, 1985). The child's emotional development may also be affected by the inability to seek social interaction with others (Newson & Head, 1979; Mogford, 1977). Those children with physical handicaps who are capable of moving about the environment have been found to be less involved in their play, to spend more time wandering aimlessly, and to engage in more solitary play and less social play with peers (Jennings et al., 1985).

Play of Children with Autism

The literature on autism is confounded by varying labels that have been applied to these children, as well as compound diagnosis. Studies of children with autism and autistic-like behavior have also found it necessary to discuss mental retardation, psychosis, language delays, and behavior problems. As noted by Quinn and Rubin (1984), the fundamental differences between children with autistic behaviors who are mentally retarded and those who are labelled psychotic is that children who are mentally retarded show delays in development, whereas children who are psychotic demonstrate distortions in the timing, rate, and sequence of most psychological functions. As with some children with severe mental retardation, children with autism may demonstrate behaviors that are antithetical to play. Rocking movements, head banging or shaking, finger flicking, hand flapping, and the flicking or spinning of objects close to the face are some of the behaviors seen in the child with autism (Newson & Head, 1979), although not universally (Weiner, Ottinger, & Tilton, 1969). These behaviors have the effect of precluding the child from engaging in meaningful play with objects and from making social contacts with others.

Children who are autistic demonstrate specific sensorimotor deficits in imitation skills, especially those requiring symbolic substitution of objects (Curcio & Piserchia, 1978; Hammes & Langdell, 1981; Sigman & Ungerer, 1984). Qualitatively, the play of the child with autism exhibits fewer play sequences, less diversity, less time in advanced play skills, and less symbolic play related to dolls or people (Ricks & Wing, 1975; Sigman & Ungerer, 1984). The level of the child's language abilities seems related to his or her symbolic play skills (Curicio & Piserchia, 1978).

Play of Children with Visual Impairments

The developing baby is usually spurred into action by what he or she sees. However, babies with visual impairments may be unaware of wanting nearby objects or the possibility of going after an object. Because the children who are blind cannot see the toys in front of them, they have no incentive to reach out or move to attain objects (Campos, Svejda, Campos, & Bertenthal, 1982). In turn, once toys are placed in their hands, they will not want to let go of them, as they may not be able to retrieve them. Their means of exploration involves keeping the objects close to the body by biting, licking, or rubbing the objects against their face or eyes (Fraiberg & Adelson, 1977; Newson & Head, 1979). As with autistic children, this stereotyped behavior can also negatively affect social interaction.

As a result of these characteristic, the play of the visually impaired child is affected in several ways. They appear to be delayed in exploration of toys and the environment (Fewell, 1983; Fraiberg & Adelson, 1977; Sandler & Wills, 1965). They do not engage in complex social play routines (Sandler & Wills, 1965), and imitation of actions and role-playing is delayed (Mogford, 1977; Rogers & Puchalski, 1984) and sometimes absent (Sandler & Wills, 1965). Blindness or severe visual impairment results in an inability to observe others in play, increased solitary play, and fewer exchanges in play with others (Fewell & Kaminski, 1988). As a result, the cognitive, social-emotional, communication and language, and motor skills acquired and practiced in play are also negatively affected.

Play with Children with Language Delays and Hearing Impairments

Children with language delays have also been found to engage in symbolic play less and solitary play more often, to make fewer social contacts, and to have less organized play than their age peers who do not have language delays (Lovell, Hoyle, & Siddall, 1968; Williams, 1980).

Unlike language delays, lack of hearing loss does not appear to affect play during the sensorimotor period. During this period, children who are deaf or have hearing impairments observe, explore, and imitate others. After two years of age, when symbolic use of words appears, the child with hearing impairments begins to show delays in representational play (Gregory, 1979); social interactions decrease, with the child engaging in more solitary and parallel play (McKirdy, 1972).

Summary of Play Characteristics

Although the research on the play of young children with handicaps is limited, and more is needed, a growing body of evidence exists that demonstrates qualitative and quantitative differences between the play of children who are handicapped and those who are not. The areas of symbolic play and social interaction appear to be significantly affected in children with handicaps. Because play is a means through which children grow and develop, a careful examination of play skills should be a major aspect of the assessment of the young child.

Taken from *Transdisciplinary Play-Based Assessment* by Toni Linder, Paul H. Brookes Publishing, Baltimore, MD, pp. 24-28.

LEVEL: STAFF

GOAL: #2 Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will identify observation tools for program planning in terms of play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Discuss the value of observing play. - ask participants to brainstorm ideas on why observing play is valuable - discuss parent conferences, parent communication	1. Transparency (S-T9) *Observing Children* Blank Transparency **Supplemental Resources** Review *The Creative Curriculum for Early Childhood,* Dodge.	1. Record responses on the blank Transparency.
2. Large group activity Introduce action words that link to play; ask participants for more ideas. - ask participants to observe scene(s) utilizing newly introduced "action" verbs.	2. Transparency (S-T10) *Observing Play or Verbs That Play* Blank Transparency	2. Suggest the use of these words for goal writing, report writing and observing. Optional: Three to five minute clip from video, *Time Together: Learning to Play with Young Children.*
3. Review the developmental areas to observe through play. Review observation tools. - assessments designed for play - checklists - scales Review suggestions for observing play	3. Handout/Leader Notes (S-H11, 12, and 13) *Developmental Areas to Observe Through Play* *Play Assessment Instruments* *Suggestions for Observing Play*	

OBSERVING CHILDREN

First and foremost, teachers must be careful observers. They need to know what materials children typically select, how children use these materials, and how children relate to their peers. With access to such information, teachers can make developmentally appropriate decisions about how to reinforce children's learning.

When observing children, most teachers find it helpful to collect data that help them learn more about individual children and about how a group works together. Teachers should look for answers to the questions that follow.

In addition to anecdotal records, many teachers find it helpful to use observational checklists to help them assess each child's developmental level. Typically, these checklists focus on specific skills achieved by children at particular ages. Teachers check for these skills by observing children during regular classroom and outdoor activities.

The key to any method of observation — be it anecdotal recordkeeping or checklist — is that it must be objective and accurate. All the facts about what a child does and says must be noted in the order in which they happen. Moreover, in recording observations, teachers should avoid making judgments or using labels.

S-T9

A total picture of the group and of each child is more easily obtained if teachers take time to periodically share their observations and records. Each adult has a unique viewpoint and set of records. Another teacher's observations can sometimes be helpful in formulating a picture of the whole child. By sharing and discussing the information gathered, teachers can use the insights they gain to (1) reinforce and expand each child's play, (2) respond to each child's needs and interests, and (3) individualize their program.

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OBSERVING PLAY OR VERBS THAT PLAY

PLAY ↔ ACTION

ACTION ↔ PLAY

(A FEW EXAMPLES)

CONSTRUCTING
BUILDING
CLASSIFYING
ORDERING
BALANCING
MULTIPLYING

EXPERIMENTING
MEASURING
ORGANIZING
IMPROVISING

EXPRESSING
RESPONDING
MOVING
CREATING

SOCIALIZING
COOPERATING
VERBALIZING
PRETENDING
ENCOURAGING
SHARING

DEVELOPMENTAL AREAS TO OBSERVE THROUGH PLAY

(FROM KAPLAN-SANOFF)

Motor:	
Gross motor:	Balance, Locomotion, Coordination Body image Body boundaries Ability to cross midline
Fine motor:	Hand dominance Dexterity, Grasping
Visual perceptual:	Attending Following, scanning Eye-hand coordination Visual memory Visual discrimination Drawing skills Constancy Figure-ground
Language:	Attending, Listening Auditory memory Auditory discrimination Information processing Semantics - concepts, labels actions Syntactics - word order, plurals, negatives, possessives, questions, prepositions Articulation
Cognitive:	Discrimination/matching-objects, pictures, objects with pictures Sorting, Seriating, Sequencing Counting, one-to-one correspondence Basic concepts-color, number, shape, letters Problem solving Object permanence Conservation
Social:	
Self-concept	Perception of others/world view Motivation Response to praise Recognition of success Knowledge of body parts

Self-help skills: Toileting, Dressing, Washing/grooming, Feeding

Socialization:

Interaction with peers, parents, other adults
Approach/withdrawal
Managing anger-tantrums, emotional controls

Play level:

Use of symbolic roles
Flexible or perseverative and rigid
Fantasy
Aggressive/passive balance
Prosocial skills

TABLE 3.1. PLAY ASSESSMENT INSTRUMENTS

Assessment instrumental or resource	Description
From Exploration to Play: A Cross-Sectional Study of Infant Free Play Behavior. (1981). Belsky, J., & Most, R. K. *Developmental Psychology*, 17(5), 630-639.	A twelve-step sequence of developmental exploration and play that begins with infant explorations and concludes with pretend substitutions. A set of toys is specified.
Play Assessment Checklist for Infants. (1981). Bromwich, R. M., Fust, S., Khokha, E., & Walden, M. H. Unpublished document. Northridge: California State University, Northridge	An observation instrument to be used in free play situations. A checklist is used in conjunction with a specific toy set.
Play Assessment Scale. (1984). Fewell, R. R., & Vadasy, P. F. (1984). (4th Ed.). Unpublished document. Seattle: University of Washington.	Children interact with specific toy sets. The scale looks at sequences of play behaviors and produces a play age.
Levels of Child Object Play. (1984). Gowen, J. W., & Schoen, D. Unpublished coding scheme manuscript. Chapel Hill, NC; Carolina Institute for Research on Early Education of the Handicapped, Frank Porter Graham Child Development Center.	Observational study of play using content, signifiers, and modes of representational analysis. The child is evaluated in an unstructured free play situation.
Developmental Progression in Play Behavior of Children Between Nine and Thirty Months. (1979). Largo, R. H., & Howard, J. A. *Developmental Medicine and Child Neurology*, 21, 299-310.	Using a specific toy set, the tool assess play behavior in the categories of exploratory, functional, spatial, and nonspecific play behavior.
A Scale of the Organization of Behavior for Use in the Study of Play. (1958). Lunzer, E. A. *Educational Review*, 11, 205-217.	An abstract instrument that provides a 9-point developmental scale of the complexity of play, emphasizing adaptiveness and the use of materials and integration of materials.
The Symbolic Play Test. (1976). Lowe, M., & Costello, A. J. Berkshire, England: NFER-Nelson Publishing Co. Ltd.	An evaluation of children's spontaneous, nonverbal play activities with four specific sets of miniature objects.
A Manual for Analyzing Free Play. (1980). McCune-Nicholich. New Brunswick: Douglas College, Rutgers University.	An organized format for analyzing children's symbolic play according to Piagetian stages. A specific toy set is used.

Play Observational Scale. (1986). Rogers, S. J. Denver: University of Colorado Health Sciences Center.	Assesses sensorimotor and symbolic stages of play and includes a set of items on social communication behavior.
Play Observation Scale. Rubin, K. H. (1984) (Revised). Waterloo, Ontario, Canada: University of Waterloo.	Assesses play and non-play categories in an unstructured environment.
Symbolic Play Checklist. (1980). Westby, C. E. Assessment of cognitive and language abilities through play. *Language, Speech and Hearing services in the School*, 11, 154-168.	Integrates language, cognitive and social aspects of play in a 10-step hierarchy. Includes ages 9 months through 5 years.

Taken from *Transdisciplinary Play-Based Assessment* by Toni Linder.

LEVEL: STAFF

GOAL: **#2** Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the many factors (variables) that influence play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Ask participants what they feel the relationship is between play and the preschool child with a disability. Ask participants what they feel the child with special needs can gain from play.	1. Blank Transparency Leader Notes (S-L7) *What is the Relationship Between Play and the Child with Special Needs*	1. Leader has the option to use either large or small groups for these enabling activities. No idea is foolish. Read *What is the Relationship Between Play and the Child with Special Needs.* Record answers in large group discussion on blank Transparency.
2. Small group activity Present the following activity to participants: a. Think about a preschool child with disabilities in your class. b. What is the disability? c. How can you promote play and play activities for that child? d. How can you encourage the child to engage in play with other children? e. What do you need to do to facilitate items c. and d.?	2. Blank Transparency Worksheet (S-W2) *Activity*	2. Pass out *Activity* worksheets to leader designee for this small group activity. Bring back to large group and ask for feedback. Use blank Transparency for recording responses.
3. Large group activity Present some of the factors that can influence play in the classroom and open for discussion. Ask participants to consider socio-economic and cultural issues that they feel may be important to be sensitive to in the classroom. Ask participants to think about who has the responsibility in fostering play for young children.	3. Transparency (S-T11) *Several factors ...* Leader Notes (S-L8) *Factors That Influence Play* Blank Transparency Handout (S-H14) *We Must Assume Responsible Parent/Teacher Roles* Transparency (S-T12) *You're Not Playing*	3. Read and study *Factors That Influence Play,* which has been included. Work with your participants. Stay on an issue that appears sensitive to them. The objective is to elicit verbal expression and feelings. Respect for open sharing and interaction of participants is desired. Record response on blank Transparency. Conclude discussion using Transparency, *You're Not Playing.*

SUGGESTIONS FOR OBSERVING PLAY

1. Play behaviors should be observed over time rather than confined to one or two observations. This minimizes the effect of transient factors such as play materials that are uninteresting or incompatible groups of children.

2. Plan observations for after the children have had a chance to become familiar with each other. Most children will exhibit higher levels and more complexity in their play with children they know and have played with before. Children who are withdrawn or children who are aggressive may not display appropriate skills in unfamiliar settings with new people, though they may seem perfectly competent with friends.

3. Set up the environment to allow children to display the full range of their abilities. Children will not display constructive play skills if there are no materials to construct with nor will they demonstrate cooperative play skills with no one to interact with. Be sure to look at children in a variety of settings including both indoors and out.

4. Be systematic in your observations. Information that is not recorded may not be remembered when the children have left for the day. Developing easy-to-use recording forms will help you to focus your observations on specific kinds of skills and to record them promptly and accurately. Scheduling observation times will ensure that children's skills are looked at on a regular basis.

From "Play", RAP Vol. 4, Issue 4

S-L7

WHAT IS THE RELATIONSHIP BETWEEN PLAY AND THE CHILD WITH SPECIAL NEEDS?

For children with special needs, developing play and play skills is particularly important. Difficult tasks can be more easily learned when taught in a play environment. Developing play skills would encourage other children and siblings to play with the child with special needs. Play encourages normalization because all children are involved in play at one time or another.

Many times exceptional children may not pick up play skills as easily as their non-handicapped peers. They also may use toys and materials inappropriately or lack the spontaneity that normally developing children have. Some children may need verbal clues, modeling, or physical prompting to play appropriately. They may also have a limited ability to continue playing for extended periods.

The child with physical disabilities may lack some motor movements related to social interaction, such as waving or smiling. A limited play experience will also limit social interaction. For example, blind children may not look at peers or smile at peers. They must be trained to turn their heads in the direction of a voice. Hearing impaired children may not receive the verbal interactions of other children and therefore cannot respond in the same way.

A child who exhibits low levels of social interaction will show an increase in cooperative play when peer modeling and positive reinforcement are introduced.

Children with special needs may also be lacking in play skills. Children with motor impairments cannot explore the environment as other children do. They may require adapted toys or other adaptive equipment in order to encourage play behavior.

From Special Needs: Play and Learning, p. 12.

ACTIVITY

a. Think about a preschool child with disabilities in your class.

b. What is the disability?

c. How can you promote play and play activities for that child?

d. How can you encourage the child to engage in play with other children?

e. What do you need to do to facilitate items c and d?

FACTORS THAT INFLUENCE PLAY

Several factors can influence the way children play in a classroom setting. These include:

1. sex
2. setting and materials
3. group size
4. adults
5. experience
6. games

FACTORS THAT INFLUENCE PLAY

Sex

Children tend to select the same sex playmates and are more sociable with them. Boy pairs or groups tend to be more vigorous in their play. They act more independent and assertive and are more physical than girls. There also tends to be more fighting and wrestling in a group of boys.

Girl pairs or groups tend to be more orderly and more sedentary. They are quieter and more cooperative. They also tend to play in small groups.

When boys and girls are put together, girls become more independent and boys less destructive.

Setting/Materials

Children are more aggressive at home than at school or at a friend's house. Outdoors, children are less aggressive. There is more jumping, laughing, and running. Indoors, activities such as painting, crayons, or puzzles encourage parallel play. Dolls and a doll corner encourage cooperative play, and large equipment encourages social interaction.

Group Size

The size of the group affects peer interaction. No matter how big the group is, children younger than four will only play with one other partner at a time (Bronson, 1975; Parten, 1932). Their activities are more positive than when they are in a group.

Adults

The presence or absence of adults affects play. Adults tend to encourage more cooperative play when they are present.

Experience

The amount of experience children have had playing with other children affects their play. Children are more cooperative and competent in play if they have a previous history of being with peers.

Games

Piaget states that playing games gives children practice with rules and brings them closer to the world of work. In early childhood, toys are a harbor for children to return to when they need time to regroup and be alone.

From Special Needs: Play and Learning, p. 10.

"You're not playing with the kids to play — in the sense of abdicating your responsibility. You are being responsible."

Monighan-Nourot, p. 161

S-H14

WE MUST ASSUME RESPONSIBLE PARENT/TEACHER ROLES

Adults have a major responsibility in fostering children's play (Barth & Miller, 1986). Parents and teachers provide stimulation, attitudes and insight that support the development of each child's potential. With the youngest of children, the adult is totally responsible for providing materials and playing with the child. As a child's attention span increases and interest in the world emerges, provision of materials and experiences take on new meaning. The teacher, especially, must be aware of a child's needs and know when and how to match materials and activities with the child's interest. Teachers need to know when to offer new materials, a prop or an idea to move the play toward a more challenging and satisfying end. Teachers must be observant of children in spontaneous play settings, intervening at critical times (Chafel, 1987; Pellegrini & Perlmutter, 1987). In some settings, children will need adults who serve as role models in play situations. Teachers must know how to play with children in these settings, yet maintain the teacher role of leading and directing. At times, the teacher must intervene to check and control a child's impulse or to help a child internalize or verbalize a feeling.

GOAL 3

P.L.A.Y.

BEST COPY AVAILABLE

LEVEL: STAFF

GOAL: #3 Understand the correlation between play and learning related activities.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will understand the relationship between play and the development of academic skills.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Participants will complete *The Kindergarten Questionnaire.* Discuss participants' responses.	1. Handout (S-H15) *The Kindergarten Questionnaire* Leader Notes (S-L9) *Why Not Academic Preschool? Part I*	1. Read and study article, *Why Not Academic Preschool? Part I.* This article has been included for your information. Questionnaire answers: first statement in each response represents an academic approach; second represents traditional approach; third represents social approach; fourth represents developmentally appropriate approach.
2. Summarize discussion as an introduction to video, *Child's Play: The World of Learning.* Review major points of the video presentation.	2. Video, *Child's Play: The World of Learning* Leader Notes (S-L10) Transparency (S-T13) *To Teach a Child to Talk* Leader Notes (S-L11) *How Play Relates to Other Behavior*	2. Read and study the facilitator's guide, *Child's Play: The World of Learning, Viewer's Guide, Play and Academics. Play and Academics* runs from #624 on the VCR counter to the end. Video for this activity can be borrowed from SERRC. If video is not available, use other activities for this objective. Read and study *How Play Relates to Other Behavior.*

THE KINDERGARTEN QUESTIONNAIRE

For most young children, kindergarten is the first step in school. The following statements express differing beliefs about kindergarten education. In many cases, you will probably agree with more than one choice, or no choice will be exactly right. However, it is important that you *check the one* statement which *comes closest* to expressing your belief on the subject.

(check one)

1. The primary purpose of kindergarten is to help children

☐ learn basic educational skills and knowledge as soon as possible.

☐ discover that their own thoughts and abilities are important.

☐ learn how to behave in school with the teacher and with other children.

☐ see themselves as competent individuals who can learn.

(check one)

2. The very best way for children to learn in kindergarten is through

☐ work with paper and pencils, books, and lessons taught by the teacher.

☐ cooperative work with other children in large and small groups.

☐ concrete experiences and play activity guided by the teacher.

☐ self-direction and choice of learning activities.

(check one)

3. The most important task of the kindergarten teacher is to

☐ teach children the behavior and attitudes which will help them do well in school.

☐ teach the children basic educational skills and knowledge.

☐ provide experiences through which the children will grow in understanding and solve problems new to them.

☐ help the children develop and keep strong, positive, self-concepts and accept themselves and others realistically.

(check one)

4. If children have problems in kindergarten because their home and community experiences are not typical of most children, they should

☐ be taught as well as possible the basic educational knowledge and skills that will be useful to them later in school.

☐ have educational experiences that will help them to see that their own cultural backgrounds are valuable.

☐ be taught in the behavior and attitudes which will probably assure their success in school.

☐ have learning experiences which build upon the knowledge and attitudes which they bring to school with them.

(check one)

5. Children who seem less mature than others because of different rates of development and growth should

☐ be taught directly whatever skills they need to perform adequately in kindergarten and later school.

☐ have a kindergarten program which adapts to fit the strengths and needs of all the children enrolled in it.

☐ be kept out of kindergarten until they have enough time to be ready for school.

☐ have a program of readiness in the year before going to kindergarten.

(check one)

6. The kindergarten curriculum should emphasize

☐ children's thinking, talking, and problem-solving.

☐ the normal interest and activities of the children.

☐ learning to cooperate with the teacher and other children.

☐ concepts and readiness skills for reading, math, and other school subjects.

(check one)

7. The most important way for parents to help in their children's kindergarten education is to

☐ help in planning for their own children's kindergarten program.

☐ see that their children behave properly in kindergarten and cooperate with the teacher.

☐ help their children learn through homework and other activities suggested by the teacher.

☐ volunteer to help in the classroom and share their skills and interests with the children.

(check one)

8. The child's progress in kindergarten should be measured mainly on the basis of

☐ what the child can do and can answer to questions about the curriculum.

☐ the way the child can think and solve problems.

☐ how the child compares to what is usual for children the same age.

☐ the child's ability to demonstrate social and personal skills and behavior.

S-L9

IDEAS THAT WORK WITH YOUNG CHILDREN

Why Not Academic Preschool? (Part 1)

Polly Greenberg

(*Young Children,* January, 1990, NAEYC)

I am a preschool director. I have looked into NAEYC's accreditation system to see whether I want to discuss getting into it with our board and staff. I see the obvious advantages — it would look good to parents and prospective parents, be a morale booster to staff, and a vehicle for improving our program. Of course we seek educational excellence. We want to be the best.

This is where I balk at accreditation. We *believe that three and four year olds can* learn, *and* expect *them too. Our parents are educated and would never put up with an inferior program where children just play. Yet reading NAEYC's materials, and other current publications, I sense that it is the* academic *approach that may be "inferior." We also believe in strong discipline. Life requires it. Truth to tell, I do feel in a quandary. Can you clarify this?*

On the most important point you raise, all leaders of early childhood education (whether expert practitioners, or teacher educators, or specialist like researchers or theoreticians, or teachers who specialize in the needs of children with unusual disabilities or in areas such as language, literacy, one or two of the arts) would all agree: We all believe that three and four year olds can learn; we all expect them to learn. We all agree that self-esteem is an *essential* for optimal development to take place; and we all are quick to state that a big part of a child's self-esteem comes from feeling competent in "things that count in the child's world." (This is why children from corners of our culture where adults believe — because their lives have taught them so — that children should learn to protect themselves physically feel *good*, not *bad*, if they're daring fighters. In *their* world, being a good fighter is a "thing that counts.") Like you, we also believe in strong discipline — self-discipline.

Two major sharply contrasting approaches to early childhood education.

There are two major, sharply contrasting approaches to these shared goals. Two sharply contrasting philosophies (models) of education for three, four, and five year olds — and many carefully conceptualized (or carelessly occurring) variations at all points along a continuum within both of these very broad categories. Seldom do we see *excellent* examples of *either* philosophy. The majority of excellent programs mix aspects of each model. Because understanding the differences between the models is so important, this article will be in two parts, in order to explore the subject.

The first early childhood education philosophy is exemplified in traditional American nursery/kindergarten/first grade education (1920-present).

The child is believed to be an active learner who learns best when she

- moves at will, becomes involved in something, usually with other children (purposefulness and creative thinking are encouraged)
- makes *major* choices — chooses among a variety of worthwhile "live" activities ("live" meaning that the child is not choosing only among worksheets)
- initiates and "does" within a richly prepared indoor and outdoor environment (initiative is encouraged) discovers, dismantles, reassembles
- discusses with friends and grown-ups
- grapples with challenges (some of which she inadvertently stumbles into, and some of which she consciously sets out to conquer)
- constructs understandings, each at her own rate of intellectual development
- plans and collaborates with friends and adults
- solves problems she runs into (not problems that are concocted out of context and set before her in bite-sized portions of a "problem-solving curriculum")
- *creates* concepts and *recreates* or elaborates upon them as she learns something new that seems true but doesn't mesh with what she thought she knew
- works with an interesting, intuitive, endorsing adult who mingles with children as they play and work, and in informal interest groups, skill groups, and social groups — all of the often mini-groups
- evaluates her own work and behavior with peer and adult participation
- feels rewarded by the satisfaction of a job well done (intrinsic reward)
- experiences spontaneous encounters with learning as her mind meets interesting or puzzling things that capture her attention and intrigue her, which always include things related to what adults and older children do, hence generally include pretending to read books by two or three years of age; writing letters and numerals while playing and drawing somewhere between ages three and seven (typically beginning by four or five years old); and guess-spelling asking how to spell words, and real reading at five, six, or seven, if not sooner.

All of this is believed to be best learned through enriched free play and teacher-designed, teacher-guided projects usually planned so they expand upon what the child has freely elected to do. Sophisticated guidance and enrichment intended to ensure that opportunities to develop creativity, imagination, generous amounts of math, science concepts, social studies concepts, language, and literacy, as well as opportunities to learn in all the arts, grow out of or are interplanted in a naturalized manner throughout what the child has become absorbed in. Teachers, parents, the community; and supervisors, consultants, and teacher educators connected in one way or another with the program determine what should be included in the curriculum, but it isn't believed that there is a fixed body of knowledge that children should "master."

Teachers assess children's progress by

- *observing* them;
- *recording and keeping* anecdotal notes about anything of particular interest or very typical emotionally, socially, physically, intellectually, academically, aesthetically, or otherwise;
- *identifying* special needs in any of these areas, and following up or referring as needed;
- *collecting and keeping* samples and photos of their activities; and
- *sharing* extensively in the information- and opinion-gathering process with the child's parent(s) and other staff. (This is how those of us who were trained as nursery educators before the advent of the achievement testing craze that started sweeping into our schools in the '60s were taught to assess young children's progress. Mercifully, "test mania" and

related atrocities — such as omitting, deleting, or putting in parentheses children who, for whatever reason, are not in that magical and mythical place called Average — are beginning to be attacked from all sides. See, for example, Kamii, 1990).

This philosophy of education assumes that what children learn casually and naturally as they live their lives and play their days away is valuable learning, nature's way of educating children. God's way, if you will; and that though it can be improved upon by the careful craftswomen that expert early childhood practitioners are, adults should not *deprive* children of natural learning by making them sit down and be taught at. This philosophy believes not *only* in preparing the environment for excellent play, but *also* that for a child to have optimal learning opportunities, adults (parents or teachers) need to enrich the play, plan projects, and teach children many things somewhat in the same way that one naturalizes plants. You carefully arrange your purposeful additions to the landscape here and there and all around in the midst of what's happening there naturally so that to a person stumbling into it, all seems relaxed and natural. We want naturalized "subjects" and "skills" and the conventional knowledge that we expect children to learn, throughout the children's learning environments (home, school, community).

This naturalizing means that "subjects" are integrated, but more than this; it means that children learn "subject" area "skills" and "subskills" and facts in meaningful contexts, sometimes in thematic, teacher guided projects — as a need for these skills crops up in activities a child has eagerly elected to involve himself in. For a long time there have been as wide a variety of OK ways to do this as there have been first-rate teachers. There have also, for a long time, been published curricula featuring this philosophy. Emphasis is equally on all aspects of each child's development: Intellectual learning is fostered, but is not given priority over physical, social, and emotional learning. Various theoretical frameworks are adhered to, but not given priority over children's individual needs. Academics may be informally included in the array of learnings occurring, but learning is never narrowed to "mere" academics. You say you believe that children are capable of learning and should learn when three, four, and five years of age. Developmentally appropriate program people believe this strongly, but resist the idea of *limiting* learning to academics only.

Children have opportunities at school (as they do at home in moderately literate families) to learn letters and sounds and a great deal more that goes into easy early reading, but they learn most of it one child at a time during sociable playing, drawing, and talking times with friends. Children learn

- as they experiment and discover,or
- as a need for the new knowledge comes for an individual in his play and projects, or
- as children's observant teachers purposefully expand upon what a child (or small group) is doing to include literacy experiences, or
- when adults are reading stories to children and conversing about them, or
- when an adult is engaged in an activity and children are invited to join in if they wish.

In the 1940s, '50s, and '60s when it was the predominant approach to learning in nursery schools, and especially in public kindergartens and first grades, this was called *the language experience approach*: now we know it as *the whole language approach or emerging literacy.* There are small differences between language experience and whole language, but from the expert classroom teacher's perspective, they're insignificant.

(It must be admitted that within this broad category of educators who believe in learning through play and projects is a contingent that finds the alphabet anathema and shies away from the sounds of letters as if they would infect children with a fearful anti-education virus. But although some theoreticians "freak at the thought" as one literacy specialist phrased it, many ordinary, very child-development-oriented classroom teachers, and probably *most* parents, certainly most middle-class parents, include exposure to letters and sounds, and friendly explanations in with everything else they expose two-, three-, four-, and five-year-old children to at school or at home. Therefore, without "instruction," many children learn about them. As the pendulum now swings away from academic preschool, we are likely to see a return of the 1950s extremists, who shuddered, at the thought of phonics — *even if offered in a playful, natural manner* — before children reached first grade.)

The same is true of math. Children have opportunities to figure out numerical relationships as they play and work with objects and people, to count, to make graphs, to classify things, to weigh things, to learn liquid and linear measurement, more and less, bigger and smaller, adding on or taking away, how to recognize numerals — but all as it comes up in their play and projects, or as their teachers extend these play and project activities to include such experiences. In math learning, understanding (mastering) the basics (the principles involved) should precede memorizing the details (skills and facts).

For children to learn optimally this way, teachers must be given

- training in
  - child development, including some of us believe, the depth, interpersonal, and humanistic psychologies,
  - observing individual children, including the art and science of taking pertinent notes,
  - working informally as equal people with all parents,
  - working with specialists as needed in assessing and assisting children and families with special needs.
  - recognizing moments when one can connect with a child to develop trust and friendship, from which learning grows (sophisticated skill).
  - creating a complex, stimulating, ever-fresh yet predictable and manageable learning environment including a variety of interlinked learning centers.
  - recognizing moments when a child or group of children could learn something new — a new idea, an approach to solving a problem, a new fact, a new skill.
  - interjecting thought-provoking comments and queries without interrupting or interfering (a skill that many expert teachers believe intuitive teachers, no matter how well trained).
  - helping children with the intricacies and nuances of having and being friends.
  - helping children discipline themselves (develop inner control); and
  - helping each child feel good about himself or herself throughout all of this.

- authority to use their
  - intuition,
  - judgement,
  - knowledge,
  - materials, and
  - resources,

in making the moment into a learning encounter — possibly one that can be expanded into a week-long or six-week-long project with depth, dimensions, aspects, and angles "covering" in a web-like way learning in many "subject" areas, totally educational excellence. (In all honesty, we need to note that a great number of teacher education programs purporting to believe in this general approach to early education do not give students a thorough grounding in these things, nor do many workplaces give teachers the freedoms and support necessary for them to fully use their sensitivities and skills.)

Said a very good teacher of 3s (who has taught in academic preschools, and now does staff development work in developmentally appropriate programs) when she read this list:

A really good teacher using *any* philosophy should be trained in all this. The problem is if the principal or director is big on the academic approach to preschool, you never get time to use all of this. Your teaching isn't evaluated on all of these things. You are evaluated on how orderly and quiet the children are, how well you write up and present each step of your lesson plan, and the children's standard test scores. It's appreciated if you do all this other too, but it isn't relevant in evaluating you, so you don't spend time doing it and becoming better at it all. You need all this training *and* a chance to perfect your ability to do it in a real, live three-ring circus classroom, *and* to be evaluated (valued) for these skills. Besides, an academic preschool conditions *parents* to value the wrong approach, too, so your parents are *against* your good teaching, instead of supportive of it.

This general category — currently called developmentally appropriate practice — includes approaches, theories, and emphases associated with people such as John Dewey, Patty Hill, Arnold Gesell, Lucy Sprague Mitchell, Harriet Johnson, Carolyn Pratt, Barbara Biber, Margaret Naumburg, Cornelia Goldsmith, Erik Erikson, Jean Piaget, David Weikart, and David Elkind.

Disparate, far from monolithic, ranging from the original Progressive Educators to contemporary Piagetian constructivist, this group nonetheless has been characterized by general consensus. This consensus is most recently displayed by the publication of *Developmentally Appropriate Practice* (Bredekamp, 1987) by NAEYC. As one contemporary educator described the process behind that document:

We thrash out all our viewpoints and convictions and produce a broad set of statements we can *all* accept, even though we also cherish our differences.

This general approach is advocated by NAEYC now, and has been — with varying emphases over the years — consistently ever since it originated in 1926 as the National Association for Nursery Education. The approach is currently called "developmentally appropriate" early childhood education (with or without the literal numerals or alphabet letters, depending upon which subgroup you are listening to). It's the approach to young children's development and learning taught throughout much of the century by Columbia Teachers College, Bank Street College of Education, Vassar College, Wheelock, Peabody, Sarah Lawrence, the University of Maryland, the Merrill-Palmer Institute, Newer programs such as Pacific Oaks and Erikson Institute, and other institutions *specializing* in education for children younger than six. Mid-century British Infant Schools have used this general approach. Traditional nursery kindergarten education was developed in tandem with the child study and psychoanalytic psychology movements, and it has absorbed a lot of basics from both. (Since the '60s, it has taken on some basics from other psychologies, too.)

Currently, this "developmentally appropriate" philosophy is being strongly promoted by all national education associations that have published position statements on early childhood education. Among them are the national Association of Elementary School Principles, the Association for Supervision and Curriculum Development, and the National Association of State Boards of Education: so if you choose to move your school in this direction, you're in good company. The reason all those leaders are forcefully advocating this kind of educational experience for three, four, and five year olds — and even for six, and seven year olds — is that a wealth of recent research confirms and corroborates what most expert practitioners have been explaining, writing, and teaching for 100 years: This is the most effective way to educate young children. It works best in the long run, and with any luck, life is longer than five or six years, so there's no need for five year olds to know everything they will need to know throughout their school and later years.

The second early childhood education philosophy is represented by the recently introduced (1960s), basically academic preschool/kindergarten/first grade

The child is believed to learn the best when he

- sits still, pays attention to the teacher who is "instructing," or does assigned, often paper-and-pencil, seatwork (receptivity is praised)
- makes *minor* choices — which color paper he wants for making a patterned craft item (it's expected that he *will* make the craft item; not to do so isn't an option)
- obeys and follows directions in the classroom (compliance is rewarded with compliments)
- initiates and "does" only during brief free play period, at recess, and on his own time at home in a home environment (that *may* be loaded with learning opportunities, and *may* offer an adult to assist the child in interpreting and expanding the learning his mind comes upon; or *may* be an environment in which learning opportunities are starkly limited and in which an adult is not available to promote spontaneous learning)
- discovers, but on a narrowly restricted scale — discovers the right answer from among several possible answers on a workbook page
- discusses, but in a formal, teacher-led, tightly topic-related format; children have little chance to learn through informal conversation with one another while in the classroom
- experiences few intellectual challenges to grapple with and construct understandings from — his own rate of intellectual development may or may not be recognized, but is seldom honored and responded to in the curriculum that confronts him
- goes along with plans his teacher has made — teachers and children do very little planning *together*; children are expected to tolerate their circumstances good-naturedly
- solves only prefabricated, packaged problems out of a purchased curriculum, if (officially) any; even social problems are usually "solved" for him because the teacher, focused as she is on the academic curriculum she must "cover," doesn't have time to help the child see and test behavioral alternatives, so she tells him the rule and possibly puts him in "the time-out chair to think about it;" very little assertiveness and stridency is "allowed"
- memorizes facts (may create some concepts), waits to be told whether he has gotten them "right" or "wrong," tries again (often guessing, because if that answer was wrong, maybe this answer will be right), doesn't develop *evidence* that he's right or wrong
- works with an almost-always-right adult who approves of him when he's right and disapproves when he is wrong, usually in "instructional" settings, rarely in small interest or social groupings
- awaits passively, adult evaluation and praise (extrinsic reward) rather than judging for himself whether or not his work is good and his behavior helpful
- experiences reprimands and restraining procedures when he spontaneously encounters something that captures his attention and intrigues him but does not happen to be on the worksheets he has been assigned or in the lesson he's supposed to be attending to

After reading this description of the academic "preschool," an excellent teacher of 3s said:

I used to teach this way. I strolled around the classroom distributing sheets of paper and bundles of brisk directives. I taught like this because that is how my teachers taught *me* all through school. I didn't go to preschool, so I knew no other way.

I went through a teacher education program, but even though what I wanted was kindergarten, or even younger, what I learned was mostly all meant for upper elementary teachers, with some special stuff and caveats tacked on for kindergarten teachers. (I didn't know at the time that there was a special field, at *that* time known as "nursery education," or I would've looked for a school specializing in it, instead of dabbling in it as my elementary-oriented college did.) This was the heyday of cognitive, cognitive, cognitive, too, so they didn't emphasize the rest of the child. I was flimflammed into skill-by-skill training.

When I started work it was in a preschool I later learned would be called an academic preschool, but until all the debate began in the mid-1980s, I thought it was the way *all* preschools were. It was a top-of-the-line private school. So all the wrong ideas and strategies I had learned were reinforced. I spent my days chiding children. If my aid and I had a child who refused to "perform," we pursued him like furies. I remember the frightened little faces of those who never did well. If tears troubled their eyes, I felt I was reaching them, motivating them. I look back now and feel it was an affront to childhood, just pure intimidation and pretension (which cynics say is the aim of most human behavior anyway). I worry now, praying I didn't char any little hearts with my predictions about how they would never amount to anything if they didn't work harder. They were only three years old!

I didn't realize the extent to which young people are motivated to be like grown-ups and older children, which, in a literate society, includes using the 3Rs. I didn't trust children to evolve a "mastery" in their own way, each in his own time, if given encouragement and assistance.

In this broad category and philosophy of education, which could be described as a behavior modification approach, the schedule includes play periods, but they are brief and seen as a break for "rest and recreation." Projects and some of the arts are scheduled, but are offered as "enrichment": play and projects are important but peripheral activities, not the core curriculum. The core curriculum is a tightly structured sequence of splinter skills, presented to the child through a strictly structured sequence of instructional steps. These educators believe that all of this is best learned through short periods of separated subject instruction, intended to give the child the necessities for *later* learning *earlier*. This minimizes the importance of the child's *present* age and stage, causing a commentator to remark:

If there were no need for a certain set of years, nature, which is ultra-efficient, would telescope childhood and jump from one to six without all the years in between. They are all there for a *reason*.

It is believed that there is a fixed body of knowledge that four year olds need to master. Adults either

- don't realize how much more easily children learn abstract academic subskills *later*, say at six or seven, or
- believe that learning must be unpleasant to be effective, or
- are unaware that *the same abstract academic* subskills can be taught as the need arises in contexts meaningful to this age group.

Here the former academic preschool teacher exclaimed:

That's it! That's exactly it! The fact that children need to learn these things doesn't translate to mean they need to learn them *now*, when they are just three and four years old. It *is* true that I used to think learning was a sort of grim business. I used to envision children huddled around their squadrons of clumped-together school desks, slumped over their work: that was "learning." How funny it seems now! I used to think I was doing a good job when I saw my docile little children chastened and conforming. Now I look for *joy — love* of learning.

Children's progress is assessed with tests, so there's heavy emphasis on mastery. The degree of children's measurable "performance" in academic tasks is what's valued. Children are positively "reinforced" (given stars, smiles, etc.) for absorbing, at least for the moment, as much mentioned information in the form of abstract symbols (letters, shapes) as they reasonably can. Adults control most of the use of space, time, and materials in all early childhood programs in that they arrange and manage all of it, set behavior standards, and so on. But in the academic preschool there is little if any emphasis on children using most of the space most of the time *in their way.*

This broad category of programs and philosophies features

- direct instruction;
- teacher as minute-by-minute schedule planner;
- emphasis on
  - the subskills involved in reading and math,
  - symbols representing things (letters, numbers) instead of examining and exploring the things themselves, and
  - conventional knowledge such as days of the week, colors, courtesies, and so on;
- curriculum prepared outside the classroom — purchased by the program and "covered" by the "teacher" (in contrast to curriculum created by the teacher, or purchased curricular materials that provide a sound philosophy, a framework to preclude a piece-meal, mishmash bunch of activities, and many time-saving specifics, but also encourage and enhance teacher creativity and familiarity with the local community);
- "child as the recipient of lessons";
- "sooner is better";
- "learning through a limitless supply of paper-and-pencil worksheets";
- emphasis on mastery and testing;
- "operant conditioning";
- "rewards" as "reinforcement" for "right answers"; and
- authoritarian management.

Here a child care center head teacher murmurs:

Authoritarian management ... Before I took a graduate school course in early childhood classroom management, I believed in very strong and stern discipline. But my children had very little self-discipline. The minute I'd step away, it would all fall apart. Now I lay it on *less*, so the children have developed *more*, more inner controls. Of course I help them with a great deal of guidance.

This loose group of programs descends from Pavlovian and Skinnerian theory. When these programs were first developed in the 1960s, several of the names we heard most were Carl Bereiter and Seigfried Englemann (later a program that grew out of Bereiter and Englemann's work, DISTAR, was published), and Susan Gray from Peabody College, whose project was known as DARCEE. Today's academic preschools and kindergartens are close cousins of these models launched in the '60s. They also represent "moving down" the behaviorist-based curriculum that, in the 1960s, became popular in elementary schools. The theory behind behaviorist programs is that positive reinforcement *beyond the satisfaction of accomplishing a personally meaningful task* is essential in shaping behavior — in this case, behavior that will help children "achieve" in school.

The traditional Montessori method, though it places great emphasis on respecting children, on children *doing*, learning through a self-paced discovery process, and on *intrinsic reward* (learning materials are self-correcting), and could not be called "academic," would still, many early childhood educational leaders think, fall into this broad behavior modification group because

- the choices are not child's (there is a strictly sequenced series of activities, and though each child progresses on her own timetable, teachers maintain tight control of how space, time, and materials are used);

- cooperative and collegial planning on the part of the children, *pretend*-type play, playing, and conversation are strongly discouraged;
- play (spontaneous) and projects (group) are not as important a part of the program as are using the special (excellent) Montessori materials;
- there is a right answer to everything, including the correct way to use each clever and useful piece of Montessori equipment, which appears to be a reasonable idea, but does not mean that creativity is not central to the program (for example, children are not usually free to use the materials in their *own* ways *in addition to* the correct way; to some "mainstream" early childhood people, this seems restrictive).

Teachers in both developmentally appropriate and academic programs need to be good at classroom management, but the former need to be good at guiding the group through participatory democracy, whereas the latter need to be good at managing in a more didactic and dictional manner (though sugarcoated and delivered tactfully). However, many child management techniques used by teachers are shared across the board. Both kinds of teachers manage their classrooms with small gasps of appreciative pleasure; encouraging comments; eyebrow Olympics; little smiles that wilt like cut flowers when a child's work or behavior is disappointing, followed by sad, censorious faces, and gentle blandishments; and, when necessary, looks that pin children to their repeated indiscretions and errors.

Moreover, because in the real world we rarely see either the developmentally appropriate or the academic preschool model in its pure form and at its best, and instead see the two models on a continuum form marvelous to mediocre or worse, the differences are not always as clearcut as they may appear here.

Main areas of disagreement

There seems to be three major areas of disagreement between people who prefer the academic preschool and people who prefer the so-called "developmentally appropriate." The disagreements center on:

1. How do children most effectively learn *at this age*? We've probably talked about this enough for now.
2. What is most important for children to learn at *this* age, whether they are in a program of one sort or another or at home?
3. What are the repercussions later in the child's school years, adolescence, and adult life of the academic preschool experience versus experience in a developmentally appropriate program? What is the person and point of what we unfortunately call "preschool?" (These years aren't pre-*anything* and shouldn't be considered as so, any more than college should be called "pregraduate school," or one's 35-year career should be termed the "preretirement period.")

Another intriguing topic is why so many teachers, parents, and others prefer the academic-style preschool, but we will have to defer this discussion till another time.

What is the important for children to learn at this age regardless of the setting they're in?

Let's tackle this giant topic next, and touch upon some highlights.

The presence of high self-esteem correlates with school success, therefore it's a very important thing for children to learn at this age. (Moreover, *low* self-esteem correlates with all sorts of serious problems, such as dropping out of school, teen-age pregnancy, alcohol and drug abuse, teen-age depression, and teen-age suicide. If she thought about it, no educator would want to risk contributing to any child's low self-esteem.)

Self-esteem

Self-esteem is generated in children in large part through the process of frequently meeting and mastering meaningful new challenges. (This, by the way, is a core concept of the Montessori method, which stresses positive regard for self as an autonomous learner.) A key concept here is meaningful. If we expect a young child to master tasks that are meaningless to her *as an individual*, she has little satisfaction or feeling of self-worth in doing the chore, even if she succeeds. Hence we are not fostering maximum, feasible positive self-esteem, which *should* be one of our chief goals. (Nor, of course, are we achieving academic excellence with *this* individual child; she succeeded because the task was too easy for her! "Performing" that which is personally meaningless and poses no personal challenge produces neither a boost to self-esteem, nor educational excellence. Why would good teachers give boringly too easy, meaningless work unless they had never reflected upon it, or believed that they had to, to keep their jobs?)

For intellectually gifted children, meaningless work can be quite destructive, as it tends to *lower* their self-esteem; they feel awkwardly out of place with their peers, who seem to be struggling, and wonder if there is something wrong with *themselves* because everything is such a breeze. for children gifted in other areas than the intellectual (e.g., music, art, athletics), the message of all these academic "activities" may be that *their* specialties are irrelevant. This isn't likely to boost children's self-esteem regarding their specialness. Teaching children to sing, "I'm Special," while ignoring (devaluing) their specialness, seems at best absurd, but it happens everyday. Though it may cause a flurry of controversy to say, it probably happens more commonly in academic programs because teachers aren't given time and green light to explore individual children's *real* specialnesses with them.

It's possible that doing meaningless paperwork makes children feel good *because they are pleasing an adult who believes the work is meaningful*. The child *feels* good because she is *being* good, not because it felt good to do the work itself. Being good, that is, pleasing someone you are striving to please, can build self-esteem to a point. Being a pleasing, approved-of person surely must be a boost to self-esteem. But we've all heard tales about the son who became a physician only to please his father, or the daughter who married a man only to please her parents, and how hollow their lives became unless and until they collapsed and changed them so they were living in ways *they* found meaningful.

In later life — on the job — employed people do have to do certain things to please the boss, to get promoted, to keep the job, to earn the paycheck. But research tells us that *the most successful employees, managers, and CEOs claim to feel more rewarded by feeling they've done an excellent job at something they find meaningful than by any other kinds of "rewards,"* assuming that supervisors provide satisfying inclusion, reasonable recognition for successes, and supportive work climates in all sense of the word *supportive*.

As has many times been pointed out in *Young Children*, self-esteem is generated in children in large part through a process of frequently meeting and mastering meaningful new challenges. A key part of this concept is mastering. If we expect a young child to master tasks that are impossible for her *as an individual*, there is no satisfaction or feeling of self-worth in slugging away and slogging through the chore — because she's *failing*. Hence, again, with this child as with the child for whom the task is too easy, we're not fostering maximum feasible positive self-esteem. (In less technological cultures, children are expected gradually to master all aspects of becoming adults of their gender in the community. All of it can be mastered. Developing *low* self-esteem and all the concomitant problems isn't as dire a likelihood lurking over the children's shoulders as it is in complex contemporary America.)

Jerome Kagan, a professor of developmental psychology at Harvard, writes in his fascinating book *The Nature of the Child:*

> As the child approaches her second birthday, she shows behavioral signs of anxiety if she cannot implement a behavior she feels obliged to display. The recognition that one cannot meet a standard regarded as appropriated provokes distress.... The child cannot ignore parental [and teacher caregiver] standards because she is in a "closed" situation, dependent upon the care and instrumental help of [these adults]. The child accepts these standards as reasonable demands to be met [whether or not they are]. Additionally, the child recognizes that the parents, and many other children, have met these standards, and thus that they are within human capacity. It is not possible for the child to rationalize the standards away.
>
> But if a particular child finds the standards too difficult to attain, she becomes vulnerable to distress. Some people may call this emotional shame; others, guilt; others, a sense of unworthiness. This emotion can generate a feeling of impotence either to cope with problems or to attract the approval and affection of others. The child believes that self is not worthy of positive regard....
>
> A central fact of modern, middle-class Western society is that standards of academic accomplishment are so high that many children fail to meet them. More important, there is no easy way for a child to do penance for this failure. There are no useful instrumental activities that the American child can engage in to prove his effectiveness, utility, or value. The average middle-class child is an object of sentiment with no useful economic role in the household. The situation contrasts sharply with the child in a rural village in a less developed community, who is aware that his work is of value to the family....
>
> In Third World villages, where the standards set for children are relatively easy to meet (to cook, clean, gather wood, or take care of babies), children less often experience the distress of failure. (1984, pp. 266-68)

If a child is failing at most of the task we assign him, we aren't achieving academic excellence, either, because the beleaguered child is learning nothing except that he "isn't a good student;" which he may, depending upon how many other areas he feels a failure in interpret to mean that he "isn't a good *person." If schoolwork is one of the few* areas in which the child sees that he continually can't do what he's expected to do (in other words, if he feels successful in most other parts of his life), the discouraging experience will probably only sour him on *school*, not on himself in every dimension.

But if the child is being burdened and blocked by other things of major importance going against him as well (for example, if he's the least liked, most parentally disparaged sibling, of if he's seriously disabled and from a very low income family, yet in a predominately middles-class school where there are few mainstream children with atypical needs), *another* low blow to his self-respect may simply add up to too much to bear, resulting in the crushing of any budding self-esteem he may have had. Furthermore, many children misperceive what their parents mean; A child whose parents push for his academic success in preschool may think that the parents love *achievement* rather than *him*. Not knowing all the skeletons in every child's family closet or psyche, why would good teachers take a risk like this? Programs for three, four, and five year olds include many children from low-income minority families. Exposure to the kinds of experiences school systems base later education upon is essential before the question of mastery ever arises. Whether or not academic preschools are best for this group of children has been extensively investigated; see, for example, the work of David Weikart. It seems paradoxical, but academic preschools are not the most helpful way for low-income children to achieve later academic success. The explanation lies, of course, in the maturation theories of Gesell (physical) and Piaget (mental).

A very important difference between *academic* preschools and kindergartens, and *developmentally appropriate* early childhood programs, revolves around the idea of mastery:

- The academic program places a great deal of emphasis on the necessity for each child to master predetermined subskills of reading, pre-spelling, and math. There is a corresponding emphasis on testing. Because of the extreme focus on mastering a set of adult-selected skills, all in one narrowly defined "academic" dimension of the child's total experience, the child gets the unequivocal message that self-initiated "mastery" in all other areas (physical agilities, abilities, and feats including those involved in dancing; knowledge and talents in each of the arts including careful observation, reproduction, and appreciation; prowess in appreciating literature; delight and expertise in using mathematical ideas; "street wisdom"; being an exceptionally nurturing person) is unimportant, of little value.

  This may lower the amount of positive self-esteem the child derives from mastery in all nonacademic areas of his life. As previously mentioned, this is not uncommonly magnified in the minds of *gifted* children, in contrast.

- The so-called developmentally appropriate program places heavy emphasis on the necessity for each child of choosing what he will "master"; and encouraging exploration — as well as mastery — in a wide variety of areas. When the child examines, investigates, messes around, tries out, tries on, develops enthusiasm for, he wins as many brownie points as when he masters. In many programs, especially programs attended by children from low literacy, non-print-rich, low socioeconomic homes, teachers make sure that many materials and learning encounters involving conversation (language), good books (reading), drawing/talking/dictating stories as accompaniments, crayons, labels, signs (writing, spelling, reading), letters, sounds, mathematical concepts, measurements, numerals, and so on are included in the daily free choice program. Teachers engage in activities featuring all this as helpful friends.

  Though there may be developmental screening and assessment "tests," there are no norm-referenced, standardized achievement tests. Exposure and comfortable familiarity are valued as much as "mastery"; digging deeply into a topic of interest with an enthusiastic teacher's help — pursuing educational excellence — is also valued as much as is "mastering a specific body of knowledge (shallowly).

In the developmentally appropriate program, it's assumed that mastery in all areas of living, using *all* kinds of intelligences (musical intelligence, aesthetic intelligence, interpersonal intelligence, etc), is valid and worthwhile. The child has many more arenas in which to develop positive self-esteem. It is not assumed, as it is in the academic program, that only academic mastery matters. Nor is it assumed, as it is in the academic program, that each child should be ready to master each academic item on more or less the same day of his life. Children are perennially exposed to the ingredients of academic life: They learn letters, sounds, numbers, shapes, and so on, each in his own way and each in his own time.

Self-discipline

The existence of self-discipline in an individual is essential if educational excellence is to be a reality. Healthy self-discipline gradually grows as young children strive and struggle

- to manage the plethora of age- and stage-appropriate tasks encountered
  - in play,
  - in adult-started and -guided projects, and
  - in the complicated social situations that continually crowd in upon our natural wish to do whatever we want whenever we want to; and

- to internalize the firm, fair guidance grown-ups and older children give. Out of all this each child develops personal standards and aspires to live up to them. If the young child is expected to manage a great many tasks which to a person of *this* age (three, four, five) and *this* stage (preoperational, possessed by magical thinking and an innate urgent need to move around, requiring opportunities to initiate, explore, discover, and individuate rather than always to capitulate) seem arbitrary, uninteresting, and very difficult (it's even very difficult for young children to sit still!), *a great deal of stress comes along with the self-discipline*. This is unhealthy self-discipline achieved at much too high a health and mental health price. Of course, another reaction to mission impossible, familiar to us all, is to quit trying, a reaction resulting in "bad" behavior and poor report cards.

Anybody, a child too, can *occasionally* benefit from doing things that seem arbitrary, uninteresting, and very difficult. A little of this is "character building." It builds ability to adjust to what others want, creative coping skills, forbearance, capacity to tolerate frustration — in short, self-discipline. But more than just an occasional dose of expectations that are arbitrary, uninteresting, and too difficult doesn't lead to self-discipline. It leads to trouble. (We really should digress here to discuss all the things that children learn, not *in spite of* their tendency to move a great deal, but *through the medium of movement*. Oh me, oh my, there's so much to talk about that that will have to wait to a later date!)

Lest anyone misunderstand, we hasten to state that all leading early childhood educators believe in discipline, because it's in a context of discipline that each child develops self-discipline. On this, as on many things, teachers in academic and developmentally appropriate programs for young children agree. Children need routines, rules, boundaries, behavioral expectations and standards, procedures, policies, limits ... children need control. They need reasonable, age-appropriate control, and of course understanding. They need fair, firm, discipline at home (both homes if parents are divorced). They need it in the child care settings. They need it everywhere else they spend significant amounts of time. As any child psychologist, child psychiatrist, psychiatric social worker specializing in family counseling, well-trained traditional nursery school/kindergarten educator, parent or caregiver whose credential is good success in rearing happy, emotionally well-balanced, productive children will tell us, *as Freud himself told us in book after book*, children left largely undisciplined, lacking guidance in slowly but steadily growing up, indulge their most primitive impulses greedily, devour the time and attention of beloved adults, whiningly demand the first turn, the longest turn, and the most turns, struggle for the best possessions, bite, sulk, howl, and throw half-hour raging tantrums. Many child development specialists are opposed to pressing and stressing children beyond their capacity to cope, but these specialists still strongly believe in child-guidance-style discipline. David Elkind, for example, professor of Child Study at Tufts University and one of the nation's best known proponents of today's "Don't Rush Them" school of thought, writes.

> Children need and want help in controlling their impulses; if they are not called upon to control themselves, they use their behavior to control adults. Yet in fact it is scary to a child to have power over adults. Consequently, handed a power they did not want, did not need, and could not handle, such children are willful, domineering, given to temper tantrums, and on the whole abominable. (1981, p. xi)

Two things that are extremely important for children to learn at this age are positive self-esteem and healthy self-discipline, and neither is learned through gimmicks and techniques, or through alienating lectures. Whether these characteristics are better learned in an academic or developmentally appropriate programs is a question worth pondering. One might guess the latter because in the former, teachers are so distracted and driven by other objectives and directives that they may not be able to focus as fully on these two great big goals.

(A future *Ideas That Work With Young Children* will discuss other major goals, which program serves them best, and the repercussions of these programs in later life).

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CHILD'S PLAY: THE WORLD OF LEARNING

Viewer's Guide

Play and Academic Learning

A question often asked is: "Are children at play also learning things that will help them when they begin school?" The answer is **yes**! To illustrate this in the videotape, we used the example of how children at play are moving toward the skills of reading and writing.

This material is based on the "whole language" approach to reading — which shows how children naturally begin the process of learning to read and write when they are very young. Here are three important elements in this process.

Building Oral Language

Experts tell us that children who have good oral language skill — who are good listeners and talkers — are more likely to become good readers and writers than children who lack these skills.

We saw in the videotape that play experiences give children opportunities to understand objects, materials and relationships. we also saw that, once things become meaningful to children, the language for these things also takes on meaning.

In play, children get experience with the give and take of conversation, which also helps broaden their language understanding. And language understanding is the foundation for reading.

Learning to Love Books

We want children to become interested and excited about books. And reading to them is the best way to instill the desire to read. Reading experts tell us to start reading when the children are very young. Remember Sherrie reading to 18-month old Daniel in the videotape? She talked about the pictures, letting Daniel touch the book and turn the pages, encouraging his curiosity about the pictures.

How to read to children

When we read to children, it's important to understand that our goal shouldn't be to read the story from beginning to end — to finish the book. Instead, our goal is to have an enjoyable experience, to talk about what's happening in the book, to find out what the child thinks. We want to listen to their questions and ask our own, like: "What do you think green eggs and ham would taste like?" The dialogue, the closeness and sharing are important aspects of the read aloud experience.

Be a positive role model

Another reason that children are motivated to enjoy books is seeing that we enjoy them. We're their models. So, when we have books, newspapers and magazines in our homes, and when they see us reading, it's clear that reading is an important part of our lives.

Learning the Value of Print

The "whole language" approach brings together all aspects of language. As children discover the world of print and become intrigued with the idea of trying to write, they take a big step toward reading. Educators use the expression, "Writing to read — and reading to write" — because development in each area extends growth in the other.

Children are surrounded by a world of print — on street and building signs, on cereal packages, on toys, TV and in books and other printed material.

Trying to Write

Children watch us writing and begin to see that it's a way to send messages and record information. Soon they want to try, too. When we give them lots of crayons, markers, pencils and paper, they can begin "writing." First, we'll see scribbling, but soon shapes that resemble letters will start to appear in the midst of the scribbles. This is the first step in learning to write.

The things we do, the materials we provide, and our own enthusiasm for reading and writing send children a strong, positive message that reading and writing are exciting experiences.

For more information about helping children become good readers and writers, here are two excellent books: *Literacy Begins at Birth* by Marjorie Fields, Ed.D., published by Fisher Books, and *The Read Aloud Handbook* by Jim Trelease, published by Penguin Books.

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TO TEACH A CHILD TO TALK

To teach a child to talk, we

- surround child with language
- repeat meaningful words
- allow child to make mistakes
- pace our flow of words to what we perceive as their ability to hear and understand
- model language

To provide experience to enhance play and academic learning

- keep a wide variety of printed materials, paper and pencils available; visit the library; read billboards, labels, street signs
- read to child on a regular basis; child wants to recognized words (name, McDonalds)
- praise efforts at reading and writing, don't correct "play"
- provide experiences at the child's developmental level; follow along lines of print to assist child in noticing print, taking dictation from child shows meaning of print
- model reading (children see stories go from page to page, pictures give clues)

S-L11

HOW PLAY RELATES TO OTHER BEHAVIOR

Cosby S. Rogers and Janet Sawyers
(*Play in the Lives of Children*, 1988, NAEYC)

How does play affect children's social, emotional, and cognitive development? This has been a controversial issue since the play movement began in the United States early in this century, and the heated debate is not likely to subside quickly. Let's look at some of the issues that professionals in early childhood education and child development, as well as parents and the public in general, will probably grapple with for many years to come.

There are indeed many who consider play to be "developmentally trivial and educationally irrevelant" (Rubin, 1980a, p. vii). Montessori, for example, argued that pretend play was pathological, so she designed programs and materials to discourage such play in children.

The argument that play has no value for children appears to be based on the erroneous idea that play contributes little to adult behavior and development. For many researchers, play has been used as a window to study other supposedly more important behaviors, rather than to learn more about play itself.

While play may not be valued in its own right, a glimmer of light exists to uphold the importance of play: the failure of a child to engage in progressively more complex and elaborate play behaviors has traditionally been viewed as symptomatic of disorders in cognitive, social, physical, or emotional development (Tizard, 1977).

Others have argued that play is a significant force in children's development and have designed programs based on the natural play behaviors of children. We are just beginning to understand the adaptive role of play and other behaviors in preparing children for adulthood (Hole & Einon, 1984; Martin, 1984).

> Part of the problem in defining the rewards of play derives from the fact that we are trying to track down the benefits of an enormous and diverse category of behavior. Asking about adaptive significance of play is rather like asking about the significance of "goal-oriented" behavior (Wolf, 1984, p. 183).

Much of the work discussed in this chapter was conducted in an effort to establish the value of play by tying it to the development of behaviors already highly valued in children: cognitive, social, and emotional. However, keep in mind that we value play not just for its indirect stimulation of cognitive skills and problem solving but because play is the main feature of what it means to be human (Vandenberg, 1985).

Play contributes to cognitive development

High quality preschools, child care centers, nursery schools, and other early childhood programs have long accepted the value of play in young children's learning. In contrast, play has been included only sporadically in the public schools curriculum, reflecting the changing purposes and philosophical orientations that determine the direction of public education.

Until recently, when empirical evidence became abundant, early childhood educators justified the inclusion of play in programs with theoretical and philosophical arguments. At the same time, misconceptions of what play is about, and abuses of play in programs for children, have abounded. Play has received a great deal of bad press.

With the advent of public-supported preschool programs such as Head Start, and the tremendous growth in the need for child care, the pre-school curriculum has become a public issue. It is now subjected to many of the same influences, expectations, and pressures made on public school systems (Elkind, 1986; Glickman, 1984). Many of today's parents, in responses to the widespread stress on cognitive development in children, are demanding that their children be exposed to a program that is more than *just play.* Parents may choose a program for its so-called academic focus. In response, programs often include the terms *school, early learning, academy,* or some such phrase in their names.

While many parents and teachers know how valuable play is for young children, many more are unaware of it's role in promoting children's development. We in the field of early childhood education/child development have not been diligent enough in sharing our knowledge and experience about play. Consequently, many programs have succumbed to misguided pressure and use direct instruction rather than play.

Research alone, in which we document how effective play is for learning, is not without its dangers. By focussing on how play can increase cognitive gains, we may overlook the merits of play as an activity in its own right. Also, if we only concern ourselves about academic development, we may neglect how valuable play is in other areas of development. Already we know that social and aesthetic activities are necessary for children to develop their greatest potential. To tangle the issue further: Although research shows that play is related to problem solving and creativity, these abilities are not highly valued in the current climate of pushing "back to the basics."

In light of all these complications, play is not likely to become a part of the public school curriculum and may even lose its place in preschools unless both professionals and the public reconsider the purposes of education (Glickman, 1984). Perhaps this book will lead teachers, parents, principals, curriculum specialists, school boards, and other decision makers to take a more balanced look at the kind of people we want our nation's children to become. Let us begin by elaborating on just how play can contribute to children's learning.

We have already seen in this book how children's play progresses through increasingly higher levels of abstraction and sophistication. Children's cognitive maturity is evidenced by their increased ability to discriminate relevant from irrevelant information (needed for problem solving); a decrease in the number of cues needed to generate information; and an increased capacity to communicate and express their needs, thoughts, and feelings through symbolic activities (Athey, 1984).

Research and theory about how young people learn show us that play contributes to learning and cognitive maturity in a number of ways:

1. Play provides the opportunity for children to practice new skills and functions. As they master these activities, they can integrate or reorganize them into other task-oriented sequences. Babies learn to turn the pages of the book and begin to sense a sequence to the story. Books become lifelong friends when children begin to learn about them in a playful manner.
2. Play offers numerous opportunities for children to act on objects and experience events — it gives children a wide repertoire of experiences. Each field trip, each friendship built with children and adults including some from different cultures, each experience in building with blocks builds understanding about the world.
3. Play is an active form of learning that unites the mind, body, and spirit (Levy, 1978). Until at least the age of 9, children's cognitive structures function best in this unified mode. Watch how intense children are when they paint at an easel, work on a puzzle, or gaze into another's eyes.

4. Play enables children to transform reality into symbolic representations of the world. For example, children may be bowling and decide to keep count of how many pins each knocks down. Tokens or paperclips may be kept in a pile, or older children may want to write the numbers on paper.
5. Through play children can consolidate previous learning. Much of that we learn cannot be taught directly, but must be constructed through our experiences. We all know the feeling of "Ah-ha!" when something finally clicks.
6. As they play, children can retain their playful attitude — a learning set that contributes to flexibility in problem solving. Children are open to a variety of solutions. They are amazingly inventive in solving problems such as how to get an enormous Halloween pumpkin from the bus to their room: roll it, put it in a wagon, find someone strong enough to lift it, use a derrick, drive the bus up to the door and push the pumpkin in, carve it first to make it lighter, or chop it up and give everyone a piece (solutions don't always have to be workable).
7. Creativity and aesthetic appreciation are developed through play. When children see how difficult it is to work with clay they can appreciate the efforts involved in sculpture and pottery. As they play with words, they develop a sense for the rhythm and sonority of poetry and prose.
8. Play enables children to learn about learning — through curiosity, invention, persistence, and a host of other factors. Children's attention spans are amazingly long when they are interested. They are entranced as they watch an anthill; they keep trying until the puzzle is solved; they delight in having recognized their own name for the first time! Children become self-motivated learners.
9. Play reduces the pressure or tension that otherwise is associated with having to achieve or needing to learn. Adults do not interfere. Children relax. Play provides a minimum of risks and penalties for mistakes. Have you ever seen a child who wanted to stop playing?

Play encourages problem solving

Play and exploration, as we have seen, are often inseparable. Both are linked, by research and theory, to children's abilities to solve convergent and divergent problems. *Convergent* task are those that have a single, correct solution, whereas *divergent* task have multiple solutions. These two types of thinking may represent different modes. First let us look at children's convergent thinking.

Research in this area is growing. In a typical task children are asked to retrieve an out-of-reach object and, in order to do so, must figure out how to join two or more sticks together to make one long enough to reach the lure. One group of children in the experiment is given the opportunity for free play, in which they are allowed to play with the sticks and joining devices. Other children are given a demonstration of how to use the joining devices. A third group, called the control group, is given the task without the benefit of either free play or demonstration.

Results from such studies consistently show that children in the free play group perform better than the demonstration groups on other problem solving tasks given to them after the one with the sticks (Cheyne & Rubin, 1983; Smith & Dutton, 1979; Burner & Genova, 1976; Vandenberg, 1981b). Of course each study is designed differently, and it is only logical that success is related to the children's ages. Nevertheless, play clearly helps children whose abilities are well matched with the demands of the convergent-thinking task.

Play and its relationship to divergent thinking has been researched (Dansky, 1980a, 1980b; Dansky & Silverman, 1973, 1975; Pepler & Ross, 1981; Sutton-Smith, 1968). This research, investigating linkages between play and creativity, has been hailed as some of the most promising work on children's creativity in the last decade (Kogan, 1983).

Studies on divergent thinking are similar to those used to assess the relationship between play and divergent thinking. Children in the play group are given a set of materials, such as pipe cleaners and paper clips, and told to play with them in any way they wish. Other children are asked to watch an adult perform several tasks with the materials and then asked to repeat what they saw demonstrated. All the children were then given a task testing *ideational fluency* (the nonevaluative association of a wide variety of schemes and the capacity to focus on more than a single aspect of the situation). They were asked, for example, to name all the things they could think of that are red. Children in the play groups consistently outperformed children in the other groups. This research supports theories about the similarities between symbolic play and ideational fluency. Play is thought to contribute to ideational fluency because it gives children a wide set of experiences upon which to draw associations and because it establishes a playful learning set.

Not all play activities are equally effective in enhancing divergent thinking, however. In one study, children who were instructed to make believe with the materials provided gave more original responses for an unfamiliar object than children in the free play and control groups (Li, 1978).

In another study, children given divergent experiences (puzzle pieces) generated more responses on a fluency measure than children given convergent experiences (puzzle pieces and form board) (Pepler & Ross, 1981). Perhaps divergent play experiences generalize better to many problem-solving situations, whereas learning through convergent experiences applies only to very similar convergent problems.

Children's behavioral styles and personalities may also contribute to their performance on these tasks. Playfulness traits (social and cognitive spontaneity, manifest joy, and sense of humor) have been significantly correlated with performance on measures of ideational fluency (Lieberman, 1965; Singer & Rummo, 1973). Similarly, children who have a predisposition to engage in make-believe play or exploration benefit from play experience that proceeds divergent problem-solving tasks (Dansky, 1980a; Hutt & Bhavnani, 1976). Imaginative and social fantasy play have also been related to ideational fluency (Johnson, 1976; Moran, Sawyers, Fu, & Milgram, 1984).

Several studies report that free-play opportunities are more effective than play training on convergent and divergent problem-solving ability (Dansky, 1980b; Feitelson & Ross, 1973; Rosen, 1974).

Teachers and parents must also be aware that specific types of adult interaction and the materials offered may have a detrimental effect on divergent thinking (Moran, Sawyers, & Moore, in press). To examine the effects of structure in materials and instructions on preschoolers' creativity, Moran and colleagues first assigned children to one of four groups: structured instruction with either structured or unstructured materials. In a subsequent session, the materials were reversed but the type of instruction remained the same. The materials for all groups were sets of small plastic building blocks, with wheels included in the structured set.

An adult was present in all sessions, but in the structured instruction session demonstrated how to build either an airplane or a truck, and then asked the child to build the same object. Although this was really only a demonstration with modeling, when this instruction was combined with the structured materials, children were less flexible in ideational fluency. In other words, with the simple addition of wheels, children were unable to shift their thoughts from category to category as easily.

Many other variations on this theme have been tried in an effort to assess the effects of play training, and it is difficult to compare results. Some studies use sociodramatic play experience, sociothematic tutorials, or playing pretend roles with adults. The number and frequency of the sessions vary from one session to weekly sessions for several months. Measures of the outcomes are diverse, as the samples of the children involved. And of course the results are further complicated by the facet that no distinction is made between play and exploration.

Despite all these complications, the evidence indicates that play, regardless of whether it is spontaneous or the result of training, enhances performance on divergent thinking tasks (Kogan, 1983).

These findings seem to lead the conclusion that play is preferable to direct instruction in promoting children's convergent and divergent problem-solving abilities. Yet, it is important to keep in mind that play was not always necessary for children to produce the correct solution on convergent tasks or to perform well on ideational fluency tasks. Many children performed well on these task without the benefit of the specific play experience provided in the study. Perhaps future researchers need to learn more about children's previous experiences (structured preschool vs. free play curriculum, parents' style of interacting with the children) to better evaluate the effects of play on problem solving.

Play supports children's language literacy

The mystery still has not been solved: How does symbolic usage in play and language emerge? Much attention has been given to uncovering the role that play has in the acquisition of language (Cazden, 1974; Kirshenblatt-Gimblet, 1976). The similarity in the development of the use of symbols in language and in pretend play has been widely recognized (Athey, 1984; Garvey, 1977, 1979; Giffin, 1984; McCune-Nicolich & Bruskin, 1982; Pellegrini, 1984; Sachs, 1980).

Perhaps children's ability to use symbols is related to their interactions with adults, through which they come to realize that some actions are taken literally while others are not (Sachs, 1980). Perhaps the skills of metacommunication develop in the course of peer play "to meet the need for interpersonally communicating and negotiating complex, internal images of what should happen" (Giffin, 1984, p. 74) in assuming the multiple levels of role-taking. Indeed, observations of language delayed children reveal that they tend to play alone more often (McCune, 1985).

While research indicates that the development of symbolic usage in play and language is related (McCune, 1985; Nicolich, 1977), it is not clear if that relationship is due to symbolic maturation, to personal style, or to the expressive functions of language.

Children's first attempts to read and write frequently occur during play. Studies of early readers reveal that these children play a great deal. Dramatic play, as compared with functional and constructive play, appears to be associated with better reading and writing skills in kindergarten children (Pellegrini, 1980).

Other studies show that children trained in sociodramatic play do better than children in other conditions (such as discussion groups) on story comprehension and on recall of an unfamiliar story (Pellegrini & Galda, 1982; Saltz, Dixon, & Johnson, 1977; Saltz & Johnson, 1974). Although play is not a necessary condition for learning language and literacy skills, play is probably the best environment for these abilities to thrive.

Play furthers social and social-cognitive abilities

Among all the areas in which play is recognized as beneficial, perhaps the development of social skills is the least controversial. Research has been conducted in two related subareas:

- *social skills* — children's ability to manage the environment through cooperation, helping, sharing, and successful social problem-solving, and
- *social cognition* — children's ability to think about their social world (Rubin, 1980b).

One of the most potent sources of information for children is other people — other children in particular. Much of their play is based on socially learned rules and experiences. Many scholars contend that pretend play is related to and/or contributes to the development of a variety of social and social- cognitive skills (Bretherton, 1985). Others, notably Piaget, view play as a reflection of the child's social and cognitive functioning.

The often-cited theoretical link between play and social functioning is derived from Piaget (1970), who believed that children are intrinsically motivated to engage in social interactions. Conflicts between peers arise because children are egocentric. When children resolve these conflicts, they learn how to competently manage the environment. If the children agree while they play, play is primarily assimilation. When there is a disagreement, accommodation is necessary as children move out of the play frame to negotiate the conflict. Thus through play children move beyond their own egocentricity and expand their knowledge of the social world.

Children who engage in pretend play are able to decenter — to think about more than one viewpoint or thing at a time. This ability to decenter is inherent in many social skills as well and has been a popular source of investigation by child development researchers.

Children's frequency of social pretend play predicted their social competence, popularity, and role-taking ability in one study (Connolly, 1980). Similarly, in another study (Rubin & Maioni, 1975) results indicated that children who engage frequently in dramatic play scored high on classification and spatial perspective-taking tasks, whereas children who engaged frequently in functional sensorimotor play scored low on the same measures.

When children are trained in sociodramatic play and/or fantasy, their scores have been found to increase on a variety of measures of

- perspective-taking ability (Burns & Brainerd, 1979; Matthews, Beebe, & Bopp, 1980; Rosen, 1974; Saltz & Johnson, 1974; Smith & Syddall, 1978),
- group cooperation (Rosen, 1974; Smith & Syddall, 1978),
- social participation (Smith, Daglish, & Herzmark, 1981), and
- impulse control (Saltz et al., 1977).

Other researchers found that sociodramatic play training had little or no effect on children's social skills (Brainerd, 1982; Connolly, 1980).

Why are these results contradictory? Certainly the type of play training varies. It could be that in some studies the findings were a result of the adult attention rather than of the play training per se. Even so, in one study concentrating on the adult interaction, children given fantasy play training outperformed children in other treatment groups on a role-taking task (Smith & Syddall, 1978). The effects of sociodramatic play training also appear to be relatively long lasting (Smith et al., 1981).

The positive benefits of social play continue to be documented. For example,

> when parents and infants are playful and enjoy their interactions with one another, infants are more likely later to be securely attached, to enjoy problem-solving tasks, and to be sociable with adults and with peers (Beckwith, 1985, p. 157).

In expanding on Beckwith's work, Fein (see "Discussion" in Beckwith, 1985) suggest that secure attachment between 12 and 18 months results when infants acquire a measure of affective self- regulation through parent-infant play. Children who are securely attached by this age are then able to move on to engage in play with peers and thus develop further social skills to manipulate and organize their environment.

Much of what occurs in children's sociodramatic play is based on social relationship factors within the group such as friendships, the dominant status of the group, and familiarity with play themes (Rubin, 1985a).

In a longitudinal study of children from preschool through first grade, Rubin and his associates (1985a) used social play to identify children at risk for socioemotional problems such as depression and anxiety. We will look at this research in detail, as it is rich with implications for parents and teachers.

Children whose most frequent play was a solitary-functional and children who engaged frequently in the less sophisticated types of play (solitary-dramatic, parallel-functional, and parallel-dramatic) performed less well on social and interpersonal problem-solving tasks. These same children were rated as socially incompetent by their teachers and were observed to be rejected by their peers.

In contrast, popularity, social competence, perspective talking, and social problem-solving skills were observed in preschool and kindergarten children who frequently engaged in sociodramatic play. in addition, parallel-constructive play for these age groups was positively related to peer popularity, higher teacher ratings of social competence, and better interpersonal and social problem solving.

As might be expected, the highest level of play, games with rules (Rubin et al., 1976), was the category of play most strongly associated with peer popularity, social competence, and social cognitive development in kindergarten and first grade children.

Children in Rubin's study were characterized as isolate, average, or social. The three groups were described this way:

1. Isolate children produce more transitional, "off-task" activity their more sociable age-mates. They are also less boisterous in their play.
2. ... Withdrawn preschoolers engage in more solitary-functional and solitary-dramatic play than others but in an equal amount of solitary-constructive play...
3. ... During group play, the sociable children are more likely than isolates to participate in dramatic play and games...

4. Extremely withdrawn children do not receive significantly more negative sociometric ratings than children in other groups, though teachers rated preschool isolates as more fearful and anxious than others.
5. On a social problem-solving measure (see Rubin & Krasnor, [1986]), isolate children produce fewer alternative solutions and are more likely to suggest "adult intervention" strategies than their more sociable age-mates.
6. Isolate children are more likely than average or sociable children to talk to themselves or to an imaginary playmate during free play with another child.
7. When isolate children direct requests to another child, they tend to be "low-cost" (e.g., "Look at this"). Even so, isolates experience less compliance to their directives than do other children. Furthermore, when their requests fail, isolate children are less likely than sociable ones to modify their original strategies. (Rubin, 1985a, pp. 92-93) (Reprinted by permission of Johnson & Johnson Baby Products Company).

When Rubin followed up on his study, he found that 60% of the children originally classified as isolates retained that status. Stable isolate children were found to be as popular with their peers as more social children and were equally successful in two problem-solving tasks. However, the stable isolates rated themselves as less socially, academically, and physically competent than did their peers. Furthermore, as Belsky notes in Rubin (1985a), it appears that these socially withdrawn children were avoiding social contact rather than expressing a greater interest in the non-social world.

Another interesting contrast emerging from this study is that aggressive-rejected children are radically different from withdrawn children. Aggressive-rejected children appear to have an inflated ego, which leads them to externalized social- cognitive problems, while withdrawn children seem to be lacking in self-esteem.

In light of all these findings, it appears that play provides the context for role and rule conflicts with peers, thus setting the stage for children to practice and consolidate their social skills.

Children express emotions during play

Until recently, positive affect was often included in the definitional characteristics of play — we believed children always have a good time when they play. However, play may not always be a pleasant experience (Sutton-Smith & Kelly-Byrne, 1984). A more contemporary view of play may be that children practice with pleasure the negative feelings or anxieties, as well as the positive feelings, associated with real-life events (Beckwith, 1985). For example, illness and picnics are common play themes, yet one is an unpleasant and the other a pleasant experience (Fein, 1985).

The emotional aspects of children's lives as expressed through pretend themes have been given little attention by researchers. Play has been linked to healthy emotional functioning primarily through the work of Freud and his followers, who view play as a medium for expressing feelings that children may or may not be able to verbalize. Although psychoanalytic theorists agree that pretend play arises from both internal and external demands, there is no consensus on whether these demands are based in past experiences or are the result of more general age-related sources (Fein, 1985). Much of the psychoanalytic literature concentrates on trauma, and yet recent work indicates that pretend play is more often framed around everyday episodes rather than around specific traumatic events (Fein, 1985).

Play is also associated with an understanding of self — a necessity if children are to express themselves. Play provides children with the opportunity to examine themselves and their relationship to the environment in a comfortable way and at a self-paced rate. Thus, through play children feel able to control their world and their feelings.

Unfortunately, the value of play for normal emotional development and self-control has received little research attention, but the few studies done indicate that play supports emotional functioning.

Other researchers have examined the benefits of symbolic play on behavior. Children who engage in imaginative play have been found to be able to wait longer, an indication of greater impulse control (Singer & Singer, 1979b). When children reenacted fairy tales, their performance was facilitated on a reflective thinking task and on several tests of impulse control, while children who engaged in free play with familiar themes did not perform as well (Saltz et al., 1977).

Children who are playing are usually seen as competent, at ease, familiar, and in a positive mood. Indirect support for this notion can be drawn from informal observations of children in hospitals and other unfamiliar settings — they do not play when their anxiety level is too high.

Play may also reflect children's thoughts, anxieties, and fantasies. Teachers long ago learned to exercise caution believing that all of a child's play reflects the child's own experiences! Many themes or episodes may arise from movies or television, for example.

Adults must also be cautious in assuming that all play is good play. When children repeatedly relive a traumatic event, such behavior may not be play, and may even maintain or heighten tension rather than reduce it. At that point, professional counseling is recommended.

Play is a very effective method to diagnose, assess, and treat children with dysfunctional behaviors, even though a great deal of professional judgement must be made in the absence of specific data or measures. For example, we do not know the normal range, let alone the best levels, of different forms of children's play.

Although play therapy is widely used as a nonthreatening and enjoyable medium for intervention, it only makes sense that not all types of play training, experience, or therapy are appropriate for all children. For example, fantasy play is not appropriate for schizophrenic children who cannot distinguish between fantasy and reality (Nahme-Huang, Singer, Singer, & Wheaton, 1977).

When the play therapy process is examined, we find a pattern of behaviors that occur over a period of time (Guerney, 1984). These results give us further insight into the value of play for emotional development and functioning. At first, the emotions of disturbed children are diffuse and undifferentiated, generally negative, and out of proportion or exaggerated. With time and through play, their feelings become more differentiated, more directed, and more reality oriented. After a period of ambivalent feelings, positive and realistic feelings emerge in the final stages of play therapy.

For those interested in further exploring the application of play in other settings, we recommend these readings:

Play in hospital settings — Bolig (1984); Lindquist, Lind, & Harvey (1977); Wilson (1985)

Play in therapy and clinical settings — Bentovim (1977); Diantoniis & Yawkey (1984); Guerney (1984); Kalveboer (1977); Miller (9184); Trostle (1984)

Children with exceptionalities — Cicchetti (1985); Confer (1984); Mogford 91977); Quinn & Rubin (1984)

Summary

Although play is probably not essential for children to develop various cognitive, social, and emotional skills and abilities, the research clearly indicates that play can facilitate healthy development. Play may even provide the best context in which children grow and learn.

LEVEL: STAFF

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will facilitate children's interactions with materials by selecting, evaluating, matching toys/materials to developmental levels of young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss important elements in toy selection.	1. Transparency (S-T14) *Planning for Toy Selection* Leader Notes (S-L12 and 13) *Planning for Toy Selection* *Choosing Toys and Materials*	1. Read and study leader notes, *Planning for Toy Selection* and article *Choosing Toys and Materials*.
2. Small group activity Divide into small groups. Hand out a variety of open- and close-ended materials. List all the ways a child would use these materials. Review group's discoveries and summarize. Brainstorm toys/materials to match items discussed previously.	2. Transparency (S-T15) *Children Learn Through Play* Leader Note (S-L14) Transparency (S-T16) *Play and Development*	2. A variety of open- and close-ended materials. Suggested list: doll/stuffed animal paper/markers/scissors toy car/truck cardboard/blocks puzzle hand-held electronic games clay/play dough Read and study *Toys: Tools for Learning*. Copies can be ordered through National Association for the Education of Young Children. List items in corresponding sections.

PLANNING FOR TOY SELECTION

Facets of child development

- Awareness of sensations
- Balance and big movements
- Dexterity and hand/eye coordination
- Vision
- Space/time awareness
- Personality/socialization
- Language
- Imagination/creativity

Inventory and record keeping

Play value and adaptability

Safety

Cost versus quality

Storage

PLANNING FOR TOY SELECTION

Facets of child development: Toys are the essence of play. The right tot at the right time can guide children to new accomplishments. Each aspect of development plays a major role in determining how a child will adjust to the demands of adolescence and adulthood. Play provides the opportunity for practice and repetition of newly acquired concepts.

Awareness of sensations: understanding sound, sight smell, taste, touch; recognition of being moved and also moving all or parts of the body; the memory of these sensations and the ability to resist being distracted by them (grade-schooler to handle a frog; adolescent to hold hands comfortably with a romantic companion; adult to discriminate the feel of coins from keys in their pocket or move about a crowded shopping mall).

Balance and big movements: general coordination and ability to plan new movement; balance; posture; automatic reflexes that work together to synchronize them; small movements of one or more parts of the body to achieve an overall big movement (walk down uneven stairs; weave shopping cart among aisles; fold a counter sheet).

Dexterity and hand/eye coordination: grasp, coordinating fingers; manipulating small objects; drawing; writing; using hands and eyes together; hand dominance (Touch type; demonstrate catching to Little League).

Vision: sight, eye movements, perception, (understanding the distinguishing characteristics of what is seen); visual memory; recognizing colors (select the right 35mm film; remembering where car is parked at mall; watch a sporting game without losing track of the ball).

Space/time: awareness of personal and environmental space, passage of time; cause/effect relationships, sequencing, logic (use a map, judge how long it takes to get to work on time).

Personality/socialization: building character and independence; learning participation and cooperation; acknowledging and expressing feelings; developing self-awareness (develop close interpersonal relationships, stand up for rights; recognize authority; good work habits; deal with frustration; finish what is started).

Language: listening to, understanding, remembering, and communicating sound and symbols, grammar, vocabulary, inflection, discriminating and articulating sounds, categorizing meanings (know when someone is kidding, relate jokes, write a report, speak a foreign language).

Imagination/creativity: imitating, pretending, anticipating or inventing new experiences; fantasy; solving problems; foundation for abstract thought (invent a recipe; avocational interest in music/art/etc.; provide critical analyses of a movie).

Inventory and record keeping: long- and short-term plan to foster development in all aspects of child development; should reflect philosophy of your program; inventory owned toys, repair record to assist in long-term planning.

Play value and adaptability: should provide the challenge that allows a child to explore, strive, and succeed without undue frustration; should offer diversity (noisy/quiet, individual/group, needs/interests); should offer varying degrees of complexity (unit blocks with additional shapes/people, figures/etc.); subliminal messages (boys/dolls, girls/trucks, follow child's lead like girl-truck with doll in it).

Safety: tiny pieces, suspended toys, flammable materials, secondhand toys but beware concealed safety hazards, health concerns like washing hands and toys; outlet plug covers; cushion stripes covering sharp corners; low water heater temperature.

Cost versus quality: sturdy, durable, safe toys; major purchases augmented with less expensive toys; elegant stuffed toys look good but impractical; teach children proper care of toys.

Storage: personal spaces (cubby); low, open shelves for children to return toys; heavy toys on low shelves; label shelves with pictures/words; organization of toy storage helps children with categorization skills, discriminating features, common characteristics.

RAP, Volume 4, Issue 5.

CHOOSING TOYS AND MATERIALS

Selection of appropriate play materials can enhance the opportunities available for teaching through play. Toys should be selected to match the needs and interests of children.

Motor needs: Large motor equipment that allows climbing, swinging, development of strength and coordination, and perceptual skills should be an integral part of the program. Blocks — the large, hollow variety or unit blocks — encourage many motor skills including motor planning. Smaller toys such as grasp, agility, and eye-hand coordination. Art materials also encourage fine motor skills, particularly those skills which the child will later use for writing. Care should be taken to provide materials which can be used with limited motor skills. Materials can often be adapted so that children may participate in an experience or activity without complete development of the skill needed. Such adaptions include adaptive scissors, pencils or paintbrushes with built up handles to make them easier to grasp, or tricycles with pedals designed to hold the child's feet.

Communication needs: Most materials in the classroom can be used to facilitate language skills. However, materials that require cooperation with others are most likely to provide opportunities for language use. Dramatic play areas in which role plays are planned and carried out have been shown to elicit the hearing models. Books and records provide another type of language opportunity — to see and hear words. Although these activities do not encourage children to communicate with each other, they are important in that they allow children to begin to understand the power of words. This understanding is important for later literacy skills.

Cognitive needs: Teachers can facilitate cognitive skills through virtually every material available in the classroom. Manipulative toys and blocks can be used to teach colors, shape, size number, and other math concepts. These materials as well as dramatic play materials can assist in learning problem solving and reasoning skills.

Sensory needs: Children with hearing, vision, or tactile disabilities need materials that provide sensory input. Texture boards and balls, sand, water, grains, fingerprints, and other "touch" materials will help these children learn to use or tolerate tactile input. Manipulative materials are touchable and concrete and may be used for teaching cognitive skills such as math concepts.

Emotional and behavioral needs: Dramatic play materials can both provide an outlet for tension or aggression and assist the child to learn and practice appropriate social skills. Throwing toys such as bean bags and equipment which allows for use of gross motor skills may also provide a physical outlet while facilitating body control. Access to quiet activities such as books and manipulative materials may provide a way to "cool down" while also teaching conceptual information and providing an opportunity to use small muscles to gain control and mastery over their bodies.

Developmental needs: Play materials should be available that allows interaction at an appropriate developmental level. For example, a child of six with a functional level of 18 months will not be motivated or be able to take advantage of many toys intended for her chronological age because of the inherent expectation for fantasy play in such materials.

Integration needs: Although many materials may not be appropriate for a child's developmental age, children should not be relegated to playing with materials that are totally inappropriate to their chronological age. Thus, the six year old functioning at the eighteen-month level should have materials other than infant or toddler toys to play with.

Choosing Toys

Toy features:

Safety: There are six safety considerations including overall strength, toxicity/washability of materials, size of toy and its parts, danger resulting from a fall (protruding parts), risk from misuse (throwing, hammering), risks from use in different settings (safe for unsupervised play).

Durability: Will the toy stand up to daily use, often in ways which were not originally intended. Children with special needs, in particular, may exhibit destructive play patterns, banging and throwing toys and materials. Sometimes toys may be used by children who are physically stronger than the original toy design intended.

Realism: Highly realistic toys are more desirable for children functioning below two years; but as children develop new skills, these toys may restrict imaginative play.

Structure: Toys with one apparent use such as trucks or tea cups may limit the ways in which the toys are used; less structured materials such as clay and blocks may enhance a wider variety of play strategies. Puzzles and other materials which have only one correct way to respond fall victim to this same limitation.

Reactive or responsiveness: Toys that produce a sound or continue to move after the child has removed his hands tend to stimulate persistence in children. These kinds of toys are also valuable in creating cause-effect experiences and in helping the child feel a sense of power and control over the environment.

Motivational value: These preferences may be highly individual and will vary from child to child. Understanding the unique needs, experiences, and interest of each child will aid in choosing toys that the child will respond to and learn with.

Age appropriateness

If our purpose in integrating disabled and non-disabled children is to establish a place in society, the materials we choose must reflect, as much as possible, the child's chronological age. Choosing such toys and teaching or adapting them for the child's use can alleviate such problems as children refusing to play with a "baby" or perceiving a child as one who shares no commonalities. Selection of these materials will depend on whether the child has delayed play skills because of motor or cognitive impairments.

Gross motor equipment is particularly helpful for children whose primary problem lies in the cognitive area. These materials can be easily adapted for a variety of play activities that include opportunities for exploration, socialization and cooperation, and games.

Many play materials can be adapted for use by a physically disabled child through the use of adaptive switches or extensions. Children may also be encouraged to use communication to direct activities they are unable to perform themselves. Alternative communication modes such as symbol boards are useful for the child who is unable to use spoken language effectively.

Age appropriativeness is less critical in the preschool years than for older children. However, to promote acceptance care should be chosen to select such toys and materials whenever possible.

Therapeutic value

Can the toy or materials used to teach specific skills and what other skills can they be used to teach? Toys should be chosen to increase the likelihood of the child using specific skills as well as for their interest value. Discovering materials that capture the child's interest as well as aid in learning will facilitate the child's learning in a naturalistic context. because the child finds the toys interesting, he or she will use it. In using it the child will develop needed skills.

Observation of toy use is important in determining when the therapeutic value of toy has ended. Some children will continue to play with a toy in a stereotypic way long after they have mastered the intended skill. They may not build on the skill or begin to use the toys in different, expanded ways. When you observe that a child has learned a skill, plan to introduce another toy that encourage the same skill but in a different way so that the child can begin to generalize the new skill. For example, a child has developed a pincer grasp through practice with a pegboard. Another material could be substituted that would enable continued practice or refinement of the pincer grasp. Pickupsticks, a Lite Brite, Legos, or formboards will reinforce the new skill while adding a new challenge for the child to master.

RAP, Volume 4, Issue 5

CHILDREN LEARN THROUGH PLAY

SELECT VARIOUS TYPES OF TOYS — CHILDREN IMITATE ADULTS THROUGH PLAY

- ARTS AND CRAFTS
- BIG EQUIPMENT
- BOOKS
- CONSTRUCTION
- GAMES
- IMITATIVE PLAYTHINGS
- MANIPULATIVE
- MUSICAL/LISTENING
- RIDING
- WATER PLAY

PLAY AND DEVELOPMENT

PHYSICAL SKILLS	**THINKING SKILLS**
LANGUAGE SKILLS	**SOCIAL-EMOTIONAL SKILLS**

LEVEL: STAFF

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will understand play as it relates to child development.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group discussion: What was it like to play when you were a child? – Imaginative play? Dressing up? Pretending? – Dolls? Which ones? – Building things? Blocks? Models? Paper dolls? – Draw? Paint? Clay? – Outside play? – Table games? – Favorite toys? Has play changed since you were a child? – Differences? – Less stereotyped? – Amount of freedom? – Amount of time? – Television?		1. Note how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) may be evidenced in responses. Summarize ideas – orally – chart – Transparency
2. Review definitions of play. Summarize by underlining elements.	2. Transparency (S-T17) *Definitions of Play* Leader Notes/Handout (S-L15) *Child's Play: The World of Learning, Viewer's Guide*	2. Read and study the facilitator's guide, *Child's Play: The World of Learning, Viewer's Guide.*

LEVEL: STAFF *(continued)*

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: VALUE/ATTITUDE *(continued)*

OBJECTIVE: Participants will understand play as it relates to child development.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
3. Large group activity Use overhead to brainstorm skills children are developing in the following areas: – physical – thinking – language – social-emotional	3. Transparency (S-T18) *Developmental Skills*	3. Read and study article, *The Importance of Play for All Children.*
4. Introduce the video, *Child's Play: The World of Learning* and distribute viewer's guide. Summarize/review major points of the video.	4. Video *Child's Play: The World of Learning* Handout (S-H16)	4. Preview video. This video will be shown in two parts. *Play and Development* runs to #624 on the VCR counter. Video for this activity can be borrowed from SERRC. If video is not available, use other activities for this objective. The article, *The Importance of Play for All Children* might be used as a Handout.

DEFINITION OF PLAY

"Play is a child's work."

Maria Montessori

"Play may be defined as behavior that is intrinsically motivated, freely chosen, process oriented and pleasurable."

J. E. Johnson and J. Ershler

"Play is pleasurable, enjoyable. Play has no extrinsic goals. Play is spontaneous and voluntary. Play involves some active engagement on the part of the player."

C. Garvey

"Play is an experimental dialogue with the environment."

Irenaus Eibl-Eibesf

"Play is what we enjoy while we do it."

John Dewey

"Play is the principal business of childhood."

Jerome Bruner

PHYSICAL SKILLS	THINKING SKILLS
LANGUAGE SKILLS	**SOCIAL-EMOTIONAL SKILLS**

CHILD'S PLAY: THE WORLD OF LEARNING

Viewer's Guide

Play and Development

"They're just playing." Yes, that **is** what children do. And nothing characterizes childhood more than play. For infants, toddlers, preschoolers, and older children, play is a big part of each day.

As children grow, their play grows, too. We see that children naturally add complexity to what they do, and how they do it. Children's play is the framework in which they can develop all kinds of skills — and an understanding of the world around them.

Let's review four areas of development and see how play influences growth in each one.

Physical skills

Large muscle development

It's wonderful to watch our children running, jumping, climbing, skipping — enjoying the freedom and excitement of active play. Most of us can readily see that physical play is helping children develop large muscles — building balance, strength, and coordination.

Small muscle development

Children need lots of practice to learn to use their small muscles skillfully. When we give them crayons and markers to write with, scissors to cut with, playdough to squeeze and mold, various toys and materials to fit together, they can refine the movements and build strength in their fingers and hands. Soon they'll be able to control pens and pencils — and do other things that require more precise control.

Thinking skills

We know that most adults can take in information just from hearing and seeing. But young children need to experience the "real thing" to understand it. Before children are able to "play with" ideas in their minds, they need lots and lots of practice playing with objects and materials.

Through play, children build the basic tools for thinking which we call concepts — things like same and different, near and far, yesterday and today, numbers, colors, shapes, etc. Concepts are the base to which a child adds more and more complex information as he begins to understand it.

Problem solving

In play, children are also encountering problems, and learning how to solve them. Problems like: Which block do I put here so the tower won't fall down? How can I make the sand get taller? What should I do if my friend and I both want to be the Mom? Confronting problems in play helps children learn how to see options, to try different solutions and to make decisions.

Language skills

In play, children continually develop a greater understanding of objects, materials, and relationships. When adults or other children use language for these things, the language takes on meaning and the child adds to his vocabulary. To use language, children also need to have communication skills like: paying attention to someone who's talking, listening carefully and taking turns. Children practice and learn these skills in conversation as they play.

Social-emotional skills

The child who understands how to get along with others and who can control his emotions — when he's angry or frustrated, for example — is likely to be comfortable in his surroundings and able to enjoy himself. This is important for all of us.

Social skills need to be practiced just like other skills. And play is the practice arena where children can discover which behaviors are acceptable and which aren't. It's here children learn to negotiate for what they want and need, to compromise, to see that there's more than one solution to a dispute, to work out some of their feelings.

The Power of Play

We've seen that children can develop many different skills through play. But the real power of play is that children aren't just learning one thing at a time. For example, children playing with blocks are using physical skills to put the blocks together. They're using language skills to talk about what they're doing; thinking skills to plan their structure; and social-emotional skills to cooperate and get along with each other. Play brings many things together for the child — all in a way that's comfortable and natural. It's the way children learn best!

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DEVELOPMENTAL SKILLS

PHYSICAL SKILLS

- Develop the fine gross motor skills
- Internalize the feelings of objects and the feelings of movement
- Understanding the feeling of their body in relation to space (spatial relationships, motor planning ability)

THINKING SKILLS

- Practice and consolidate newly learned mental skills
- Use of symbols in make-believe leads to development of abstract thought
- Positively affects children's IQ scores (Johnson, Evaluation 1987)
- Develops problem solving skills
- Provides an efficient method for practice and carryover

LANGUAGE SKILLS

- Perfect new language skills and understand linguistic rules
- Practice linguistic skills and conversational skills (taking turns, responding appropriately, following conversation)

SOCIAL-EMOTIONAL SKILLS

- Learn and practice new techniques for self-control
- Act or work through adjustment problems
- Motivator for helping distractible children to focus and persist at a single activity
- No right or wrong = success = builds self-esteem
- Physiological evidence of anxiety reduction
- Cooperation, sharing ideas/ materials, seeing the world from another's perspective

THE IMPORTANCE OF PLAY FOR ALL CHILDREN

Play contributes to each child's development in all domains. It enables children to learn about objects, about each other, and about the adult world. Play provides a mode for learning how to, what to do, and when to do and furnishes a framework for understanding and gaining control over the self and over others.

While direct instruction may be useful for teaching specific concrete skills such as shapes and color identification (and later adding and rote word identification), play is what helps children to understand or internalize new concepts and ideas. For example, children can be taught to "read" by rote methods at a very early age; but to fully understand — to be literate — they must have had many experiences with the idea of words standing for things and for concepts. To comprehend what they have read they must have had a foundation of experiences on which to base their comprehension. In other words, to fully understand "the boy jumped," the child must have experienced — or at least seen — jumping. In addition play encourages the development of skills that cannot be taught through direct instruction such as curiosity, self-motivation, confidence in self and in others, creativity, independence, and autonomy.

Play and emotional development. Play can help children act or work through adjustment problems and learn and practice new techniques for self-control. Play can be a motivator for helping distractible children to focus and persist at a single activity. Because play activities have no specific right or wrong outcome, participation can be successful each time, thus affecting the child's self-esteem. Although there is little research indicating that play has a positive impact on emotional development, researchers have found physiological evidence linking play with anxiety reduction.

Play and cognitive development. A variety of studies have been conducted which show evidence that play influences cognitive growth in four areas: IQ; Conservation (the understanding that certain properties of objects, such as quantity and number, do not change in spite of perceived changes); Problem Solving; and Creativity.

Both Piaget and Vygotsky postulated that play provides an arena for practicing and consolidating newly learned mental skills and that the use of symbols in make-believe play leads to development of abstract thought. Other researchers have found evidence to support the theory that specific training in make-believe and constructive play skills positively affects children's IQ scores. (Johnson et al., 1987). The role playing that occurs in make-believe play also provides opportunities for children to change their make-believe role to their real identity and back again at any time. This ability to switch roles at will helps children begin to understand the logical concept that objects (and people) can change but certain properties (such as self) can remain constant.

Because children work with lots of different materials and try on a variety of roles in their play, they create their own opportunities to sample new behaviors and ways of using materials and approaching situations. These opportunities to "try on" something new in a neutral situation increases their behavioral repertoire, providing them with new behaviors to fit new places and new roles. Different convergent play, which might be represented by activities that have a correct solution, lead to better play, which is less task related (playing with puzzle pieces as if they were blocks) resulted in a larger number of problem solving strategies and facilitated the solving of divergent problems such as using blocks to build a make-believe village.

Perhaps an important aspect of play for children who have handicapping conditions is that play provides an efficient method of practice and carryover. Like any child, the child who is handicapped will be more motivated by an activity that he/she has chosen rather than an activity imposed by an adult. Although direct instruction may need to occur for the child to learn specific skills, moving the child into a play activity which incorporates that skill as soon as possible will give the child opportunities to practice in a fail-safe environment, to expand the skills or concepts learned, to socialize as part of the play, and to use the new skill in a more natural, less structured way.

Play and language development. Young children play with sounds and with words, repeating a word over and over, rhyming words, stringing a series of nonsense syllables or words together. Play with language helps children to perfect new language skills and understand linguistic rules. Socio-dramatic play also assists children to practice linguistic skills as well as conventional skills such as turn-taking, responding appropriately, following the conversation. Children use language both within their play and to construct their play, often stepping out of their roles to formulate an idea, create direction, develop new rules, or chastise others for not following the rules. This movement from role-play to reality and back is called meta-communication.

Pellegrini (1980) and Pellegrini and Galda (1982) also found a positive relationship between child's use of language in play and later in reading and writing ability.

Play and social development. Cooperation, sharing of ideas and materials, the ability to take on a role and view the world from another's perspective are important social skills. Children's play, particularly scoiodramatic play, provides opportunities to learn and practice these skills.

Play and motor development. Fine and gross motor skills play a part in all types of play. Through opportunities to manipulate objects and materials, running, jumping, and climbing, children begin to internalize the feeling of objects and the feeling of movement. they begin to understand the feeling of their bodies in relation to space, which lead to later comprehension of spatial relationships, and motor-planning ability.

Play is an important instrument for learning and developing the whole child and should be a major activity and instructional vehicle in a developmentally appropriate integrated program.

RAP, Vol. 4, Issue 4

GOAL 4

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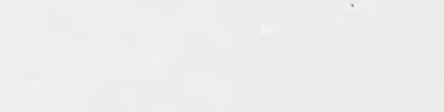

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LEVEL: STAFF

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will have a competent understanding of appropriate teaching methods used when instructing young children in a play environment.

ENABLING ACTIVITIES .	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the four program components: – curriculum – adult-child interactions – home-school relations – developmental evaluation	1. Transparency (S-T19) *Program Components* Leader Notes (S-L16) *Guidelines for Developmentally Appropriate Practice*	1. Read and study leader notes, *Guidelines for Developmentally Appropriate Practice,* which has been included.

PROGRAM COMPONENTS

- Curriculum
- Adult-Child Interactions
- Home/School Relations
- Developmental Evaluation

GUIDELINES FOR DEVELOPMENTALLY APPROPRIATE PRACTICE

I. Curriculum

A. Developmentally appropriate curriculum provides for all areas of a child's development.

B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interest and developmental progress.

C. Curriculum planning emphasizes learning as an interactive process.

D. Learning activities and materials should be concrete, real, and relevant to the lives of young children.

E. Programs provide for a wider range of developmental interest and abilities than the chronological age range of the group would suggest.

F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement.

H. Multicultural and non-sexist experiences, materials, and equipment should be provided for children of all ages.

I. Adults provide a balance of rest and active movement for children throughout the program day.

J. Outdoor experiences should be provided for children of all ages.

II. Adult — Child Interaction

A. Adults respond quickly and directly to children's needs, desires, messages, and adapt their responses to children's differing styles and abilities.

B. Adults provide many varied opportunities for children to communicate.

C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement.

D. Teachers are alert to signs of undue stress in children's behavior, and aware of appropriate stress-reducing activities and techniques.

E. Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.

F. Adults facilitate the development of self-control in children.

G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

III. Relations Between the Home and Program

A. Parents have both the right and the responsibility to share in decisions about their children's care and education.

B. Teachers share child development knowledge, insights and resources as part of regular communication and conferences with family members.

C. Teachers, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level or program to another.

IV. Developmental Evaluation of Children

A. Major decisions which impact upon children's educational programming should not be made on the basis of a single screening or assessment instrument.

B. Developmental assessments and observations should be used to identify and plan programming for children with special needs.

C. Standardized measurements and norms should consider all culture diversities.

D. All programs for young children should reflect developmentally appropriate practices.

Source: National Association for the Education of Young Children.

LEVEL: STAFF

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will be able to plan, teach, and evaluate children during play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review 3301-31-02, Eligibility of the Rules for the Education of Preschool Children with Disabilities.	1. Leader Notes (S-L17) *Ohio Rules for the Education of Preschool Children with Disabilities.*	1. Leader should emphasize the following important concepts regarding evaluation: – multifactored – multidisciplinary – assessment procedures – areas of assessment
2. Large group activity Discuss various types of play. Review and discuss techniques and strategies for play intervention.	2. Handout (S-H17) *Glossary* from Play Module Transparencies (S-T20, 21, 22, and 23) Leader Notes (S-L18, 19, and 20) *Principles for Effective Play Intervention* *Intervention Cautions* *Effects of Disabilities on Play Skills* *Intervention Techniques* Leader may choose to read *Preschool Play: Observation and Intervention.*	2. Review glossary definitions and highlight different types with personal examples and/or some solicited from the audience. Read and study leader notes which have been provided for Transparencies.
3. Small group activity Introduce the adapting game/activity exercise. Divide participants into small groups. Provide each group with a different game/activity sheet. Each group should read the description of the game and complete the two questions. Have several groups share their answers to conclude this activity.	3. Worksheet (S-W3) *Sample Game Activities* **Supplemental Resources** Leader may wish to reference *Creative Play Activities for Children with Disabilities - A Resource Book for Teachers and Parents.*	

LEVEL: STAFF *(continued)*

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: SKILL *(continued)*

OBJECTIVE: Participants will be able to plan, teach, and evaluate children during play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
4. Large group activity Review with participants how a developmentally appropriate curriculum is implemented in early childhood programs, focusing on adult-child interactions. Share with participants Handout, *Planning Appropriate Activities* and discuss areas of development and types of activities.	4. Leader Notes (S-L21) *How is Developmentally Appropriate Curriculum ...* Handout (S-H19) *Planning Appropriate Activities.*	4. Read and study leader notes which have been included to generate audience participation. Leader may wish to reference a variety of developmentally appropriate curricula for a wider variety of suggestions and/or activities.
5. Small group activity Divide participants into six groups and assign each group one area of development. Each group is to generate appropriate activities which reflect teacher-directed, teacher-initiated, child-initiated, and peer-initiated format.	5. Worksheet (S-W4) *Planning Appropriate Activities*	5. Leader may wish to solicit groups' responses to this activity. Discuss how these approaches relate to working with children who have disabilities.
6. Large group discussion Extend discussion to include environmental facilitation: – types of centers – arrangement – materials/equipment	6. Handouts (S-H20 and 21) *Recommended Centers for Learning* *Equipping the Developmentally Appropriate Center*	6. Leader should elicit as many responses as time permits. Again, discuss how the environment can best accommodate children with disabilities. Also note how the environment might reflect a sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).

RULES FOR THE EDUCATION OF PRESCHOOL CHILDREN WITH DISABILITIES SERVED BY PUBLIC SCHOOLS AND COUNTY BOARDS OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES

3301-31-01 DEFINITIONS

(A) "Average daily membership" means the number of children that are counted to generate state funds under the Ohio school foundation funding program.

(B) "Caseload for one preschool special education teacher" means the number of children who each account for one full-time equivalent child and who collectively comprise the number of children required for funding.

(C) "Developmentally appropriate curriculum" means a curriculum that is designed to be both age and exceptionality appropriate.

(D) "Developmental domains" refers to the following areas of development.

(1) "Adaptive domain" means the area of the curriculum which addresses self-help, independent functioning, and personal and social responsibility.

(2) "Aesthetic domain" means the area of the curriculum which addresses opportunities for creativity through such activities as art, music, and movement.

(3) "Cognitive domain" means the area of the curriculum which addresses the understanding of time, area, volume, number, and classes.

(4) "Communication domain" means the area of the curriculum which addresses the form, content, and use of language.

(5) "Sensorimotor domain" means the area of the curriculum which addresses sensory awareness, exploration, and differentiation based on sensory input, and small and large muscule development.

(6) "Social-emotional domain" means the area of the curriculum which addresses management of self as well as relationships with peers and adults.

(E) "Differentiated referral procedures" means the planning, implementation, and evaluation of interventions conducted prior to referral for mutlifactored evaluation.

(F) "Disability" means a condition as defined in paragraphs (K), (L), (N), (V), (DD), (GG), (II), (AAA), (FFF), (GGG), and (KKK) of Rule 3301-51-01 of the Administrative Code.

(G) "Documented deficit" means an area of development or functioning that has been determined to be deficient based on data obtained through structured interview, structured observation, norm-referenced, and criterion-referenced curriculum-based assessments.

(H) "Home environment" means the residence of the child and the child's parent(s) as defined in paragraph (KK) of Rule 3301-51-01 of the Administrative Code.

(I) "Itinerant services" means services provided by preschool special education teachers or related services personnel which occur in the setting where the child or the child and parent(s) is located as opposed to providing services at a centralized location.

(J) "Qualified preschool staff member" means a staff member that holds one of the following:

  (1) A valid prekindergarten teaching certificate issued under section 3301.50 of the Revised Code;

  (2) A valid kindergarten-primary certificate issued under sections 3319.22 to 3319.29 of the Revised Code and has completed at least four courses in child development in early childhood education from an accredited college, university, or technical college;

  (3) A bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty quarter or twenty semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children;

  (4) A valid teaching certificate issued in accordance with section 3301.071 of the Revised Code in cases where the person is employed in a preschool program operated by an eligible, nontax-supported, nonpublic school;

  (5) A valid prekindergarten associate certificate issued under section 3301.51 of the Revised Code; or

  (6) A child development associate certificate issued in accordance with National Association for the Education of Young Children standards until July 1, 1993, at which time the requirements of paragraphs (J)(1) to (J)(5) of this rule must be met.

(K) "Responsible individual" means a person who is

  (1) At least 18 years of age; or

  (2) Less than 18 years of age if
    (a) A graduate of a two-year vocational child-care training program; or
    (b) A student enrolled in a high school or university-related program provided that the student performs duties under continuous supervision from a staff member of that program.

(L) "School-age program" means a special education program operated in accordance with rule 3301-51-03 of the Administrative Code.

(M) "Special class" means a classroom program that provides group educational experiences to children of similar ages or developmental levels on a regularly scheduled basis and in a central location.

(N) "Transition" means points of change in services and in the personnel who coordinate and/or provide services.

3301-31-02 ELIGIBILITY

(A) Differentiated referral procedures shall be implemented to determine whether a referred child is in need of non-special education intervention, or a multifactored evaluation to determine the existence of a disability.

(B) A preschool child with a disability is a child who

  (1) Is at least three years of age but not of compulsory school age; and

  (2) Has a disability as demonstrated by a documented deficit in one or more areas of development which has an adverse effect upon normal development and functioning.

(C) In the case of a suspected disability, a multifactored and multidisciplinary evaluation shall be conducted as follows:

(1) Use of all of the following assessment procedures to confirm a documented deficit as required in paragraphs (E)(1) to (E)(3) of this rule, and use of any of the following procedures to assess the areas outlined in paragraph (C)(2) of this rule;
(a) Structured interview with persons knowledgeable about the child's functioning including the parent or primary caregiver;
(b) Structured observations over multiple settings and activities;
(c) Standardized norm-referenced tests (where published); and
(d) Criterion-referenced/curriculum-based assessment.

(2) Assessments in the following areas:
(a) Adaptive behavior,
(b) Background information including developmental, family, medical, and educational histories when appropriate,
(c) Cognitive ability,
(d) Communication skills,
(e) Hearing,
(f) Preacademic skills,
(g) Sensorimotor functioning,
(h) Social-emotional/behavioral functioning, and
(i) Vision.

(3) The following specialized evaluations:
(a) A physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is primarily the result of a congenital or acquired physical disability,
(b) A visual examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment, and
(c) An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

(D) Each child shall be determined eligible when one of the following applies:

(1) There is a documented deficit in one or more of the following areas:
(a) Communication skills (form, content, and use of language),
(b) Hearing abilities,
(c) Motor functioning,
(d) Social-emotional/behavioral functioning, or
(e) Vision abilities; or

(2) There is a documented deficit in cognitive ability as determined through a measure of cognitive functioning administered by a licensed psychologist or certificated school psychologist, and also a documented deficit in
(a) One or more of the areas listed in paragraph (D)(1) of this rule, or
(b) A documented deficit in adaptive behavior; or

(3) There is a documented deficit in adaptive behavior and a documented deficit in one or more of the areas listed in paragraph (D)(1) of this rule.

(E) A documented deficit

(1) Except in the areas of hearing and vision shall be determined by
(a) A score of two standard deviations below the mean in one area, or scores of one and one-half standard deviations below the mean in two areas outlined in paragraph (D)(1), (D)(2), or (D)(3) of this rule as measured by a norm-referenced test, and

(b) Data obtained through structured interview, structured observation, and criterion-referenced/curriculum-based assessment confirming the reliability of standard scores and the existence of an adverse effect on normal development or functioning.

(2) In the area of hearing shall be determined by

(a) An average pure tone hearing loss of fifty decibels or greater, according to the "American National Standards Institutes" (ANSI)-1969, for the frequencies five-hundred, one-thousand, and two-thousand hertz in the better ear;

(b) An average pure tone hearing loss of twenty-five decibels or greater (ANSI) for the frequencies five-hundred, one-thousand, and two-thousand hertz in the better ear, which has an adverse effect upon normal development and functioning related to documented evidence of:

(i) A more severe hearing loss during the developmental years than is currently measured,

(ii) A history of chronic medical problems that have resulted in fluctuating hearing, presently or in the past, or

(iii) A delay in diagnosis, provision of amplification, and/or initiation of special programming; or

(c) A hearing loss in excess of twenty-five decibels (ANSI) for the frequencies one-thousand hertz through eight-thousand hertz in the better ear, resulting in such poor auditory discrimination that it has an adverse effect upon normal development and functioning; or

(3) In the area of vision, shall be determined by:

(a) A visual impairment, not primarily perceptual in nature, resulting in a measured visual acuity of 20/70 or poorer in the better eye with correction; or

(b) A physical eye condition that affects visual functioning to the extent that special education placement, materials, and/or services are required in an educational setting.

(F) Procedures relating to due process and procedural safeguards shall be followed in accordance with rule 3301-51-02 of the Administrative Code except paragraphs (E)(4)(f), (E)(4)(h), and (E)(13) of said rule.

(G) Medical consultation shall be encouraged on a continuing basis, especially when school authorities feel that there has been a change in the child's behavior or educational functioning or when new symptoms are detected.

(H) The multifactored evaluation team report shall include the following components:

(1) Documentation of assessment dates, procedures, and results as required in paragraph (C) of this rule;

(2) Educationally relevant medical information, if any;

(3) Documentation of the existence of the documented deficit(s) as required in paragraphs (D)(1) to (D)(3) and (E)(1) to (E)(3) of this rule including the four assessment procedures required in paragraphs (C)(1)(a) to (C)(1)(d) of this rule;

(4) Description of observed behavior in the area(s) of deficit as compared to typical behavior of same age peers;

(5) Conclusion that there is an adverse effect upon normal development and functioning;

(6) Conclusion that the disability is not solely the result of environmental, cultural, or economic factors; and

(7) Team members' signatures indicating agreement that the results of the multifactored evaluation indicate that a disability exists, or attached statement(s) if there is disagreement.

(I) Preschool children with disabilities who are five years old on or before the thirtieth day of September may be served in a school-age special education program.

3301-31-03 PROGRAM

(A) The education program shall

(1) Be designed to provide a developmentally appropriate curriculum which addresses developmental age and individual exceptionalities;

(2) Include the following developmental domains:
(a) Adaptive,
(b) Aesthetic,
(c) Cognitive,
(d) Communication,
(e) Sensorimotor,
(f) Social-Emotional; and

(3) Include parent involvement.

(B) The data from the child's multifactored evaluation *(MFE)* and individualized education program *(IEP)* shall be available to and used by the preschool special education teacher in the planning and coordination of the child's developmental program.

(C) Alternative service delivery options shall be available which may include:

(1) Itinerant services which may be delivered in the home environment or to a child attending a preschool/kindergarten program administered by a public school or a child attending a community-based preschool/kindergarten or child-care program that meets the requirements of Chapter 5104 of the Revised Code and where a qualified preschool staff member is assigned to the child; and

(2) Special class located in an integrated or separate facility.

(D) The strengths and needs of each child and family shall provide the basis for making decisions regarding placement in the least restrictive environment.

(E) In addition to their primary instructional responsibilities, preschool special education teachers may provide the following:

(1) Instruction to nondisabled children in an integrated setting,

(2) Assessment and consultation, and

(3) Activities related to parent involvement.

(F) Activities for parent involvement may include, but are not necessarily limited to

(1) Education,

(2) Family support services,

(3) Linkage with other resources, and

(4) Transition planning.

(G) One preschool itinerant teacher shall serve ten to twenty preschool children with disabilities.

(H) One preschool special class teacher shall serve six to eight preschool children with disabilities. The maximum caseload shall be eight for one half-day program or one full-day program, and sixteen for two half-day programs. The age range shall not exceed thirty-six months and class size shall not exceed eight children with disabilities at any one time.

(I) A combination itinerant and special class teacher shall serve twelve to sixteen preschool children with disabilities.

(J) Up to six age-eligible typically developing children may be enrolled in a special class for the purpose of establishing an integrated class setting. In such cases, class size shall not exceed twelve children at any one time.

(K) In addition to the preschool special class teacher, at least one responsible individual shall be present at all times when seven or more children are in attendance in a special class setting.

(L) Unless otherwise specified on the IEP, a minimum of four hours of services per month shall be provided for each child receiving itinerant services and a minimum of ten hours of services per week shall be provided for each child receiving special class services.

(M) Activities shall be conducted that address the transition of preschool children with disabilities and their families between and within service delivery systems. Related activities may include, but are not necessarily limited to:

- (1) Development of interagency agreements to clarify transition options;
- (2) Development of forms and procedures for sharing pertinent information among agency personnel and parents;
- (3) Transfer of personally identifiable information prior to the age at which children may be eligible for preschool or school-age services;
- (4) Provision of information for parents regarding service options; and
- (5) Provision of an individual planning conference and/or written transition plan for each child and family.

(N) Housing, facilities, materials, and equipment shall be maintained in accordance with rule 3301-37-06 of the Administrative Code, except paragraph (F) of said rule, and rule 3301-37-07 of the Administrative Code, except paragraph (F) of said rule. In addition the following shall apply:

- (1) The indoor and outdoor physical environment shall be accessible and appropriate to the needs of preschool children with disabilities;
- (2) Evaluation instruments, instructional materials, and equipment as well as adaptive equipment shall be appropriate for the age, developmental ability, and disability of each preschool child.

(O) Rules 3301-37-02, 3301-37-04, 3301-37-05, 3301-37-09, 3301-37-10, and 3301-37-11 of the Administrative Code shall be followed in the provision of programs for preschool children with disabilities.

(P) Related services and adapted physical education provided for preschool children with disabilities in accordance with rule 3301-51-05 of the Administrative Code, except paragraph (N)(1) of said rule, may:

(1) Include consultative, indirect, and direct services;

(2) Be provided in alternative settings as outlined in paragraph (C) of this rule; and

(3) Be considered a special education program if they provide specially designed instruction to meet the unique needs of a preschool child with a disability and no other special education program is currently being provided to that child.

(Q) Program evaluation activities shall be conducted for the purpose of making decisions regarding program maintenance and improvement.

(R) Experimental special education programs or related services for preschool children with disabilities may be approved outside these rules by the Department of Education, Division of Early Childhood Education, to evaluate new methodology and/or alternative procedures in accordance with a request for proposal issued by the Division of Early Childhood Education. A recommendation for the design and issuance of a request for proposal may be submitted to the Division of Early Childhood Education.

3301-31-04 PERSONNEL

(A) Until July 1, 1993, a preschool special education teacher shall hold

(1) A valid Ohio special education teaching certificate; or

(2) A valid Ohio special education or prekindergarten teacher's certificate, with validation in early education of handicapped children.

(B) Not later than July 1, 1993, a preschool special education teacher shall hold a valid Ohio special education or prekindergarten teacher's certificate, with validation in early education of handicapped children.

(C) A preschool special education teacher who has met the requirements as stated in paragraph (B) of this rule shall be required to complete at a minimum four-tenths of one continuing education unit of training in areas related to critical early childhood special education teacher competencies per employment year. The training shall be provided in accordance with rule 3301-22-01 of the Administrative Code.

(D) Preschool special education teachers whose caseloads include children with visual and/or auditory deficits shall be provided assistance from a teacher or other specialist certificated in the deficit area(s) of sensory impairment.

(E) Preschool special education teachers who are assigned to categorical classrooms for children with visual or hearing deficits must have the special education certificate required for the categorical area. No later than July 1, 1993, these teachers must also have validation in early education of handicapped children.

(F) All preschool special education staff members shall meet the requirements of paragraphs (I) and (J) of rule 3301-37-03 of the Administrative Code.

(G) Staff members who do not meet the requirements of paragraph (A) or (B) of this rule or rule 3301-51-05 of the Administrative Code shall meet the requirements of paragraphs (F) and (G) of rule 3301-37-03 of the Administrative Code.

3301-31-05 FUNDING

(A) Preschool special education programs and related services operated by public schools and county boards of mental retardation and developmental disabilities shall be maintained in accordance with the standards for preschool programs adopted by the state board of education as set forth in this chapter.

(B) Preschool special education teacher units shall be approved in accordance with the following caseload requirements:

(1) A preschool special education teacher unit may be approved to provide "itinerant services" on the basis of ten to twenty identified preschool children with disabilities enrolled in accordance with paragraph (C)(1) of rule 3301-31-03 of the Administrative Code.

(2) A preschool special education teacher unit may be approved for a "special class" on the basis of six to eight (full-day) or twelve to sixteen (half-day) preschool children with disabilities enrolled in accordance with paragraph (C)(2) of rule 3301-31-03 of the Administrative Code.

(C) Preschool special education teacher units may be approved on a fractional basis provided that one or a combination of individuals is employed full-time in accordance with paragraph (B) of this rule, or prior approval to operate in any other way is obtained from the Department of Education, Division of Early Childhood Education.

(D) Preschool special education teacher units shall meet the requirements for minimum school day and school year in accordance with sections 3313.48 and 3317.01 of the Revised Code.

(E) Related services and adapted physical education for preschool children with disabilities shall be operated in accordance with rule 3301-51-05 of the Administrative Code, except paragraph (N)(1) of said rule, and will be approved as follows:

(1) Adapted Physical Education Services
(a) A preschool Adapted Physical Education may be approved for one-hundred preschool children with disabilities who are eligible for such services.
(b) Adapted Physical Education services for preschool children with disabilities which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services may be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(2) Attendant Services

Attendant Services for preschool children with disabilities who have documented deficit in motor functioning and/or a congenital or acquired physical disability may be reimbursed for the actual cost up to one hour per day at the current state minimum wage rate for each three children. The number of hours reimbursed shall not exceed the total number of days that the preschool special education program was legally in session.

(3) Audiological Services
(a) A preschool auditory unit may be approved on the basis of seventy-five preschool children who have a documented deficit in hearing abilities and who are served in preschool special education units.

(b) Audiological Services for preschool children with disabilities who have a documented deficit in hearing abilities, which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(4) Interpreter Services

Interpreter Services for preschool children who have a documented deficit in hearing abilities may be reimbursed at an hourly rate of one-half of the local cost of the services provided during a portion of the regular school day and only for the days that the preschool special education program was legally in session.

(5) Occupational Therapy Services

(a) A Preschool Occupational Therapy unit may be approved on the basis of forty preschool children with disabilities who are eligible for such services.

(b) A Preschool Occupational Therapy unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.

(c) Occupational Therapy Services for preschool children with disabilities who are eligible for such services which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(6) Orientation and Mobility Services

A Preschool Orientation and Mobility Unit may be approved on the basis of forty preschool children who have a documented deficit in vision abilities.

(7) Physical Therapy Services

(a) A Preschool Physical Therapy Unit may be approved on the basis of forty preschool children with disabilities who are eligible for such services.

(b) A Preschool Physical Therapy Unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.

(c) Physical Therapy Services for preschool children with disabilities who are eligible for such services which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool Special Education Program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(8) School Psychological Services

(a) A Preschool School Psychology Unit may be approved on the basis of seventy-five preschool children with disabilities.

(b) A preschool School Psychology Unit may be approved on the basis of one thousand children, three through five years of age, in average daily membership as authorized by the Ohio School Foundation Funding Program set forth in Chapter 3317 of the Revised Code.

(c) A Preschool School Psychology Unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.

(d) School psychological services for preschool children with disabilities, which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(9) Speech and Language Services

(a) A Preschool Speech-Language Pathology Unit may be approved on the basis of fifty preschool children with disabilities who are eligible for such services.

(b) A Preschool Speech-Language Pathology Unit may be contracted for in accordance with rule 3301-54-01 of the Administrative Code. In such cases the contracted preschool unit must have been approved by the Department of Education, Division of Early Childhood Education.

(c) Speech and language services for preschool children with disabilities who are eligible for such services which are contracted for in accordance with section 3323.08 of the Revised Code, may be reimbursed at an hourly rate. Reimbursed services must be provided during the regular school day and only for the days that the preschool special education program was legally in session. The hourly rate shall be calculated in accordance with section 3317.13 of the Revised Code.

(F) Preschool units for adapted physical education, audiology, occupational therapy, orientation and mobility, physical therapy, school psychology, and speech-language pathology may be approved on a fractional basis.

(G) Preschool children with disabilities may be served by personnel funded in accordance with rule 3301-56-06 of the Administrative Code in accordance with paragraphs (E)(1) to (E)(9) of this rule or rule 3301-51-06 of the Administrative Code.

S-H17

GLOSSARY

Age appropriateness — knowledge of typical development of children in all areas, is the framework from which teachers plan appropriate experiences and prepare the learning environment.

Anti Bias Curriculum — developmentally appropriate materials and equipment which project an active/activist approach to challenge prejudice stereotyping, bias and isms.

Associative Play — children play with others in a group while subordinating his/her individual interest to the interest of the group.

Child-initiated activity — is one in which a child makes his/her own choice, with little or no intervention by another child or adult. Materials which can be used independently should be available.

Close-ended materials — offer few opportunities for creativity and experimentation.

Cognition — application of intellect as opposed to feelings/affect in mental process.

Constructive play — child purposely manipulates materials in order to build structures and produce novel or conventional creations.

Cooperative play — child plays with other children in activities organized to achieve a common goal, allows interactive dramatic play, or permits playing of formal games.

Co-playing — occurs when an adult joins in an ongoing play episode but lets the children control the course of the play.

Developmentally appropriate — the extent to which knowledge of child development is applied to program practices, through a concrete, play-oriented approach to early childhood education.

Dramatic play — also called symbolic play; evolves as child begins to use objects in a pretend or representational manner.

Environmental facilitation — physical arrangement of the room and provision of needed materials.

Exploratory play — child learns about himself and their world through sensory motor awareness, emphasis on action and movement but also includes color, texture and sound.

Functional play — child's play consists of simple muscular activities in which he manipulates objects, repeats his actions, or imitates others' actions.

Games with rules — engagement in activities that involve compliance with the conventions and may involve competition with others.

Generalization — integration of newly acquired information and application of it to a new situation.

Imaginative play — child uses toys or objects for imitation, roleplaying, and pretending.

Incidental learning — information learned in the course of play or other informal activities without the need for any specific teaching.

325

Individual appropriateness —child's experiences with adults, peers, and materials should match the child's developing abilities, while also expanding the child's interest and understanding.

Manipulative play — actions on objects, designed to gain control of those objects.

Motor planning — the figuring out and executing of a sequence of new, non-habitual movements. Examples: Climbing through an unfamiliar obstacle course, or learning to remove a sweatshirt or to tie a bow. Once the sequence is learned, it no longer requires motor planning to repeat it.

Motor play — is typically social, boisterous, and sometimes competitive; based on action.

Object permanence — recognition of the existence of an object, even after all or part of it is out of sight. Example: Baby shows he has object permanence when he starts to enjoy playing hide-and-seek with toys. Until then, when you hide his toy, he loses interest. Peek-a-boo is an early game to help baby begin to develop object permanence.

Open-ended materials — no right way or wrong way to use.

Parallel play — child plays independently with materials similar to those used by children playing in close proximity. Social contact is minimal.

Peer-initiated activity —is one in which a child becomes involved through observation of a peer engaged in play or through invitation by that peer.

Physical play —action that is frequently social, may be competitive, and includes rough-and-tumble activities.

Play — freely chosen, process oriented, successful, self-motivated, active participation.

Play tutoring — adult often initiates a new play episode, takes a more dominant role, and teaches the child new play behaviors.

Practice play — involves the pleasurable repetition of skills that already have been mastered.

Solitary play — child plays alone and independently with materials different from those used by children playing in close proximity. No social contact occurs.

Structured play — adult carefully plans the activity and has specific goals for interacting with child or for child/child and child/materials interaction.

Symbolic play — child uses one object to represent or symbolize another.

Symbolic representation — use of one object to pretend it is another. Example: A wastebasket for a drum, a block for an airplane, or later even as farfetched as a stick for a horse. A representation is not necessarily dependent on the real properties of the objects.

Tactile — having to do with the sense of touch.

Teacher-directed activity — is one in which the adult initiates and continues to supervise an activity. This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation.

Teacher-initiated activity — is one in which the adult brings attention to an activity, then removes self as the children become involved and start initiating play on their own.

Unstructured play — adult observes the child's play and tries to fit into and be responsive to the play to the degree that the child allows or seems interested.

PRINCIPLES FOR EFFECTIVE PLAY INTERVENTION

- human behaviors vary
- children with disabilities are often delayed in development
- utilize a variety of techniques and materials
- individualized intervention approaches are often necessary

S-T21

INTERVENTION CAUTIONS

Play is not always sequential.

Play norms vary.

Play is affected by child's imaginative predisposition.

Play is affected by the child's play style.

Play is affected by the ecology.

Play may not demonstrate the child's inner problems.

Play is affected by the role of the teacher.

EFFECTS OF DISABILITIES ON PLAY SKILLS

- Physical
- Cognitive
- Communication
- Sensory
- Social/Emotional
- Medical

S-T23

INTERVENTION TECHNIQUES

General Rules for Play Intervention

Environments for Good Play

Facilitating Play Behavior

Intervention Planning and Approaches

INTERVENTION CAUTIONS

Play is not always sequential.

- although play behaviors appear to develop along a continuum — these are not rigid
- do not need to demonstrate each and every level — as long as children develop appropriate and good play skills

Play norms vary.

- charts indicate age/development
- because of individual differences — do expect each child to achieve norms

Play is affected by child's imagination predisposition.

- state of imagination child possesses
- part of personality
- differs from child to child

Play is affected by child's play style.

- learning styles = school age   play styles = younger children
- influenced by several variables — family, choice of toys in home, gender

Play is affected by the ecology.

- environment and choice of toy - very important to the level of play
- toys and materials need to match developmental levels

Play may not demonstrate the child's inner problems.

- belief that child will act out fears and anxieties — this may not occur

Play is affected by the role of the teacher.

- observer, interventionist, facilitator
- positioning of teacher, toys chosen by the teacher
- types of comments, questions
- major impact on the outcome of play

Play is affected by culture.

S-L19

EFFECTS OF DISABILITIES ON PLAY SKILLS

- **Physical**
  - acquire information and manipulate the environment thru other sensory modes
  - language and cognitive may be delayed
- **Cognitive**
  - may learn differently
  - visual or auditory processing problems
  - trouble with reasoning
  - play behavior often will match mental age
- **Communication**
  - interfering with child's ability to understand message
- **Sensory** (Hearing/Visual)
  - **Hearing**
    - language development
    - cognitive (depends on language composition & use)
    - socialization problems
  - **Visual**
    - delays in motor, cognitive, language
    - delayed in symbolic play
- **Social/Emotional**
  - lack of enjoyment
  - high activity rate
  - lack of variation
  - fear of novel toys
- **Medical**
  - refer to medical references books
  - coordination of care

INTERVENTION TECHNIQUES

General Rules for Play Intervention

- facilitate play, don't direct it
- expand play — don't interrupt it
- encourage appropriate play level
- provide appropriate materials
- encourage play (daily)
- attend to play preferences
- allow overlearning

Environments for Good Play

- novel experiences
- variety
- introduce a new toy on a regular basis
- organization

Facilitating Play Behavior

Teacher Behaviors:

(excellent methods)	observe	comment	redirect	expand
	create	imitate	model	narrate

Intervention Planning and Approaches

- incorporation of play in IEP to teach skills
- incorporation of specific play objectives in IEP
- daily free play time

S-W3

FEELY BOARD GAME

Glue pieces of yarn onto a large piece of cardboard, dividing it into eight squares. Glue materials of various textures in each square. Keep duplicates of each of the materials. Help child match the textured items to the same material on the feely board. Help children explore with fingers and talk about how each item feels. Textured items could include cotton, feathers, sandpaper, buttons, carpet squares, and velour.

1. What adaptions could be made in this game for a child who is hearing impaired? visually impaired? physically impaired?

2. Write a short-term objective for this child with a disability, which is play based and addresses a domain of an early childhood curriculum.

PUZZLE STORIES GAME

Cut out a series of three to five pictures from an old storybook or nursery rhyme book. Place the pictures in sequences and tell child a short version of a familiar story. Mix the pictures up and encourage child to place the pictures back in the right order and tell the story in their own words. Increase the number of pictures depending on the child's ability level. For a variation of this activity, use pictures that are not associated and create your own stories.

1. What adaptions could be made in this game for a child who is hearing impaired? language impaired?

2. Write a short-term objective for this child with a disability, which is play based and addresses a domain of any early childhood curriculum.

PUDDING PAINT FUN

These are the ingredients you'll need for this activity:

box of pudding

acrylic cutting board or other smooth washable surface

popsicle sticks

Prepare pudding as directed. Put approximately ½ cup of pudding on a smooth surface. Help child explore the pudding with their hands and fingers just as they would finger paint. Use a popsicle stick to make designs. This will be a fun activity because it not only feels good but tastes good too!

1. What adaptions could be made in this game for a child who is visually impaired?

2. Write a short-term objective for this child with a disability, which is play based and addresses a domain of any early childhood curriculum.

WALL SHOW GAME

Direct a flashlight or film projector toward a plain wall. Everyone can experiment with free-form hand and body movements, just having fun with their own shadows. Try different improvisations: Be a flower growing, a tree blowing in the wind, a bird flying, an airplane taking off, a bunny rabbit hopping, a basketball player, a ballet dancer, or just a regular person doing regular things. Use favorite puppets for a puppet shadow show.

1. What adaptions could be made in this game for a child who is visually impaired? physically impaired?

2. Write a short-term objective for this child with a disability, which is play based and addresses a domain of any early childhood curriculum.

S-W3

THE FISHING GAME

These are the ingredients you'll need for this game:

fish of different colors and sizes cut out of paper
lightweight magnets, string, and rulers to make fishing rods
paper clips to attach to nose of each fish

Players sit in a circle on chairs. Scatter fish in the center. Make a fishing rod by tying the magnet to the ruler with a length of string. The magnet will attach itself to the paper clip on the fish. Count the number of fish caught. Tell players to catch a big fish and then a little fish. Tell them to look for a certain color fish and catch it.

1. What adaptions could be made in this game for a child who is learning impaired? visually impaired? physically impaired?

2. Write a short-term objective for this child with a disability, which is play based and addresses a domain of an early childhood curriculum.

S-L21

HOW IS DEVELOPMENTALLY APPROPRIATE CURRICULUM IMPLEMENTED IN AN EARLY CHILDHOOD PROGRAM

Curriculum is implemented through activities which are developmentally appropriate. Activities are initiated in the following ways:

A **teacher-directed activity** is one in which the adult initiates and continues to supervise an activity. This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation.

A **teacher-initiated activity** is one in which the adult brings attention to an activity, then removes self as the children become involved and start initiating play on their own.

A **child-initiated activity** is one in which a child makes his/her own choice, with little or no intervention by another child or adult. Materials which can be used independently should be available.

A **peer-initiated activity** is one in which a child becomes involved through observation of a peer engaged in play or through invitation by that peer.

Activities are organized into a plan of action, which corresponds to the program's daily schedule. The daily schedule should have a balance of quiet and active times, indoor and outdoor activities. There should be several choices of activities available at the same time. Activities can be individual, small group, or large group. Individual activities should comprise the largest part of the day, small group activities the next, and large group activities, the smallest segment. The following is a guideline for planning the proportion of program time on a daily basis.

Guideline for percentage of the time spent in daily activities

Individual:	75%
Small Group:	15%
Large Group:	10%

How Are Individual Activities Incorporated into the Curriculum?

Individual activities are self-directed or child- initiated activities in which a child is free to explore, experiment, discover and put away. Individual activities may be done within the context of a small group, or by one teacher working with one child. A teacher should plan to spend some time with each child every day.

Individual activities provide the opportunity for a teacher to:

1. observe and record.
2. take time to talk with an individual child.
3. introduce and reinforce concepts.
4. become involved in play or facilitate play.

PLANNING APPROPRIATE ACTIVITIES

Child: Janeen

Type of Activity*	Areas of Development					
	Social-Emotional	Self-help/ Adaptive	Motor		Communication	Cognitive
			fine	gross		
Free Play	take turns with peers, w/teacher facilitation	choose to play in activity area	put Legos together w/ peers/teacher assistance		use pronouns "I, you, me" in sentences	
Planned Small Group Activities	take turns with peers, w/teacher facilitation				initiate and respond to conversation with peers	
Story					answer questions about story just read	
Snack/ Lunch		clean up her lunch independently				
Motor Play	initiate interactions with peers			ride tricycle independently, and throw/ catch ball with peers		
Sensory/ Art	take turn in group game, e.g., Duck, Duck, Goose	wash/dry hands independently	participate in sensory experiences, e.g., sand		converse w/ teacher, peers about ongoing activity	match, identify, name, colors, shapes
Music/ Movement	take turn in group game, e.g., Duck, Duck, Goose			hop, jump, walk on toes w/ peers to music	sing songs with peers	
Circle	take turn in group game, e.g., Duck, Duck, Goose				take turn to talk to peers, using 4-5 word phases	
Other, Greeting, Departure, Dress-up	greet peers appropriately	put coat away independently			greet two peers: "hi, _____"	match clothing

*All daily activities may be planned: 1) for indoor & outdoor play; 2) as individual, small group, or large group activities (except for free play which should be individual or small group). It is recommended that individual activities comprise the greatest portion of the day.

S-W4

PLANNING APPROPRIATE ACTIVITIES

Child: ______________________________

Type of Activity*	Areas of Development					
	Social-Emotional	Self-help/ Adaptive	Motor		Communi-cation	Cognitive
			fine	gross		
Free Play						
Planned Small Group Activities						
Story						
Snack/ Lunch						
Motor Play						
Sensory/ Art						
Music/ Movement						
Circle						
Other, Greeting, Departure, Dress-up						

RECOMMENDED CENTERS FOR LEARNING

Childcraft Education Corp.

CLASSROOM FURNITURE

It is important that children work and play in a room that is attractive, orderly, and functional. Adequate storage and display units, lockers, screens, tables, and chairs are essential. This is an action area where space is vital and room arrangements must shift and change to accommodate new activities. Classroom furniture should be flexible, easy to move, safe, sturdy and "childsized."

Each child should have an individual cubby or locker space. Separate compartments for coats and personal possessions help children to learn to take care of their belongings and develop a sense of independence and responsibility. These lockers should be placed where they are easily accessible but do not interfere with classroom activities.

Tables should be large enough to provide ample work space. They can be combined or moved to suit the activity.

Storage cabinets should have open shelves that are sufficiently low to enable children to select and put away their own materials. They should be accessible to the areas they serve. The book display unit should be at the proper height for children and low enough to allow the teacher to observe the activities.

Young children need a chance to relax and slow down during their busy day. Cots or mats give children a chance to rest comfortably. They can be stacked and stored conveniently in an out-of-the-way spot.

ACTIVE PLAY

Growing children need many opportunities to engage in large muscle activities. They delight in climbing, lifting, pushing, pulling. They are developing skills of balance and coordination. Through active play, children can build confidence in their motor ability, learn to solve problems, explore on their own, and enjoy the companionship of their peers.

It is recommended that the active play arena be safely enclosed, and large enough to provide for a variety of activities. Play equipment should be selected for safety and durability. It should lend itself to a variety of creative uses and draw ideas for play from the children. There should be sufficient play material to offer a wide range of experiences and allow all children to participate freely.

The outdoor environment should be arranged to offer opportunities to explore, discover, and experiment. The play equipment should be placed so that activities do not interfere with one another and so that children's activities can be easily observed.

BLOCK PLAY

Blocks are the most important play material in kindergarten and preschool programs. Block play contributes greatly to the physical, social, emotional, and intellectual growth of young children. It provides opportunities for manipulation and coordination. It aids the development of initiative and independence, creative expression and imagination. Block building helps to clarify ideas through home and community life structures. It leads to cooperative play and encourages language development. Basic mathematical concepts are developed as children explore the relationship of unit block sizes and shapes.

The block area should be located where there is adequate floor space for building, away from the path of other activities: Low, open-shelved block cabinets should be provided so that children can reach the blocks easily and put them back by shape and size. Teaching children the proper method of storing blocks is essential in their learning to be neat and orderly in all areas of the classroom. Unit blocks should be of durable hardwood with all edges beveled to prevent splintering and wear at the corners. Smooth sanded surfaces and precise dimensions are important for safe handling and effective building. A good variety of block accessories is essential. With a selection of vehicles, farm and zoo animals, block people and colored cubes, children can project themselves imaginatively into block activity.

DRAMATIC PLAY

Dramatic play helps the child to come to terms with the world. The Housekeeping Corner is one of the most important centers for such play. Children can try on self and family roles, work out their problems and concerns, and act out familiar situations.

The Housekeeping Center should be a defined area, perhaps using low shelves or screens as boundaries. There should be ample room for children to move freely as they play. Furnishings should be arranged to suggest a home environment. The equipment should be sturdy, child-sized, realistic in design, easy to clean. In addition to the basic furniture, there should be sufficient accessory material to stimulate a child's imagination. Dishes, telephones, play foods, cooking utensils, dolls, and dress up clothes add a realistic touch.

WOOD WORKING

Working with wood is an appealing and rewarding experience. Boys and girls become involved with action and react to the sounds as they learn to saw or hammer a nail in straight. The opportunities for creative expression, large muscle building, and continuing practice in eye-hand coordination are many.

Effective wood working requires a steady workbench, real tools of good quality and an assortment of soft wood. The workbench should be placed where it can be well supervised. The tools should be placed where they are accessible and easy to keep in order. Lumber yards and carpentry shops are good source for wood scraps. Safety goggles should be worn at all times in the wood working area.

CREATIVE ART

Children can express their feelings, ideas, and interests through creative art experiences. They learn to rely on their personal taste and judgment and take pride in their own efforts. Art activities help develop coordination, manipulative skills, and aesthetic awareness.

Children need to work with different materials to explore the properties and possibilities of each. Clay, crayons, papers, chalk, paste, and collage materials should be kept on low, open shelves near the table so that children can select and return them easily. Scissors should be kept in a rack for safe storage. For convenience, clay can be formed into handful-sized balls ahead of time, covered with a damp cloth and stored in an air-tight container.

Painting at the easel is an important art experience. Easels should be adjustable, easy to clean and large enough to permit free arm movements. The easels should be placed near a good source of light and, if possible, near a sink where children can wash their hands and clean the brushes.

RHYTHM, MUSIC, AND SOUND

Music is one of the most natural and spontaneous activities for young children. There should be time in their day to sing, to listen to music, to experiment with tone and sound, to use their bodies in rhythmic movement.

A phonograph and records, rhythmic and total instruments and an autoharp or piano are important elements of music activity. Several instruments placed on a shelf, or perhaps taken outside on special days, give children a chance to experiment with sound and create rhythmic patterns of their own. An easy-to-operate durable phonograph located in a quiet corner provides listening enjoyment and gives a feeling of responsibility and independence. The open space required for movement to music and rhythms can be easily provided by pushing aside tables and chairs.

CLASSROOM LIBRARY

Children develop an awareness of the joy of reading through book and story experiences. Books, they find, provide pleasure and information.

Children need a quiet corner where they can enjoy the classroom books. A good selection on a low bookcase encourages looking and choosing. A round table and chairs and a comfortable rocker will invite children to relax and "read" a favorite story.

The classroom library should include children's classics and the best of current books. There should be books of rhyme, books of fantasy and imagination, and books that give information. Books should be added periodically during the year to spark new interest.

RELATIONSHIPS, SMALL MUSCLE ACTIVITIES, READING AND LANGUAGE DEVELOPMENT, NUMBER READINESS

Puzzles, manipulatives, and construction toys give children opportunities to solve problems and gain confidence in their abilities. As they play, children strengthen coordination of eye and hand movements, and further their ability to see differences in size, shape, and color. Others develop perception, judgement, creativity, and a sense of design.

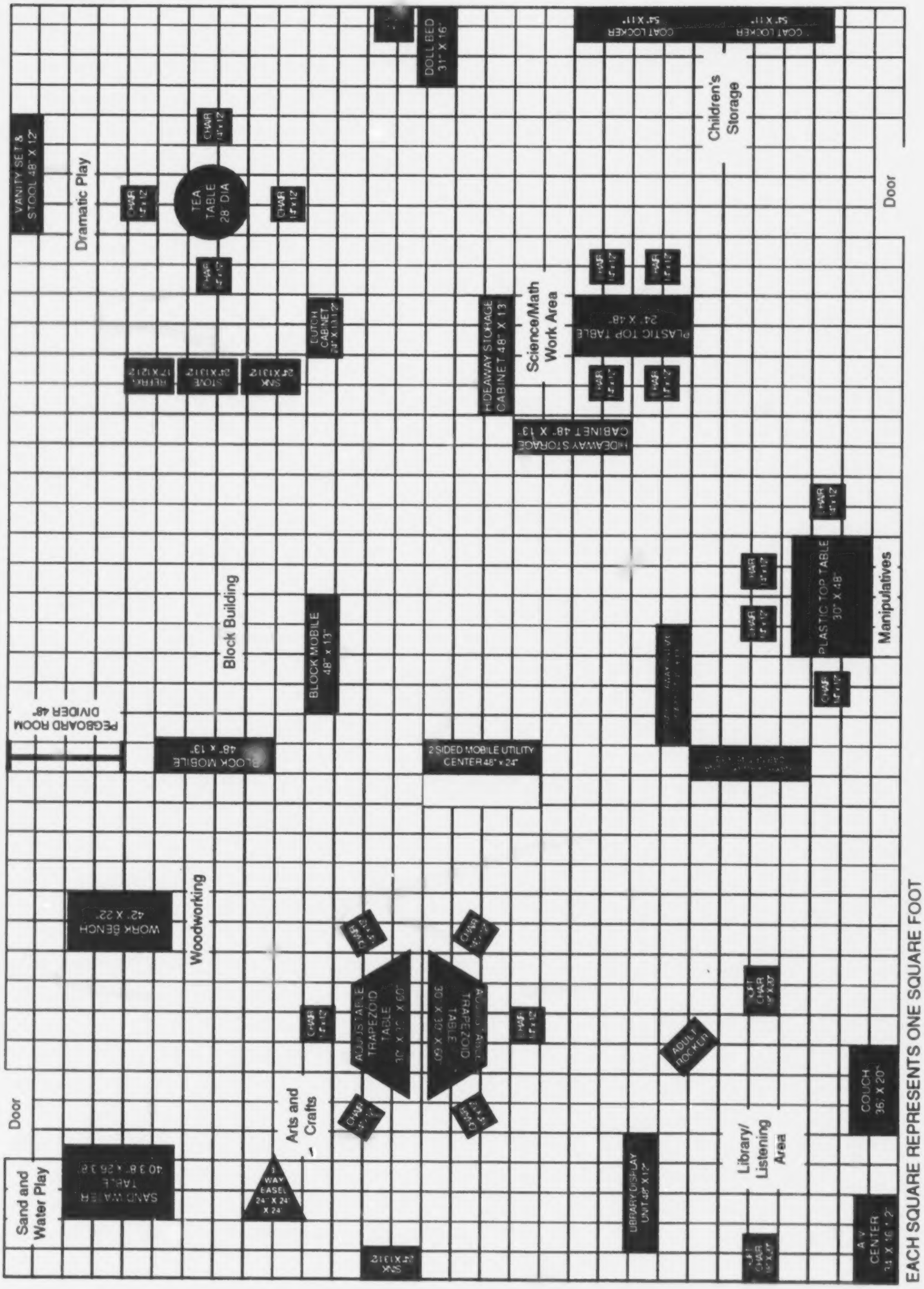
Children need concrete objects to count, games of matching, pictures to put in sequence, tactile letters, and numbers to handle. With such tools, children can experiment, make discoveries, and develop concepts without formalized instruction. Direct experience with reading and number readiness materials establish a sound foundation for reading and mathematics.

Material for table activity should be placed on low shelves or in trays near the tables that will be used. Encouraging children to put away finished activities will help to prevent the loss of parts and develop orderliness. There should be a sufficient variety of materials available to challenge children at varying stages of development.

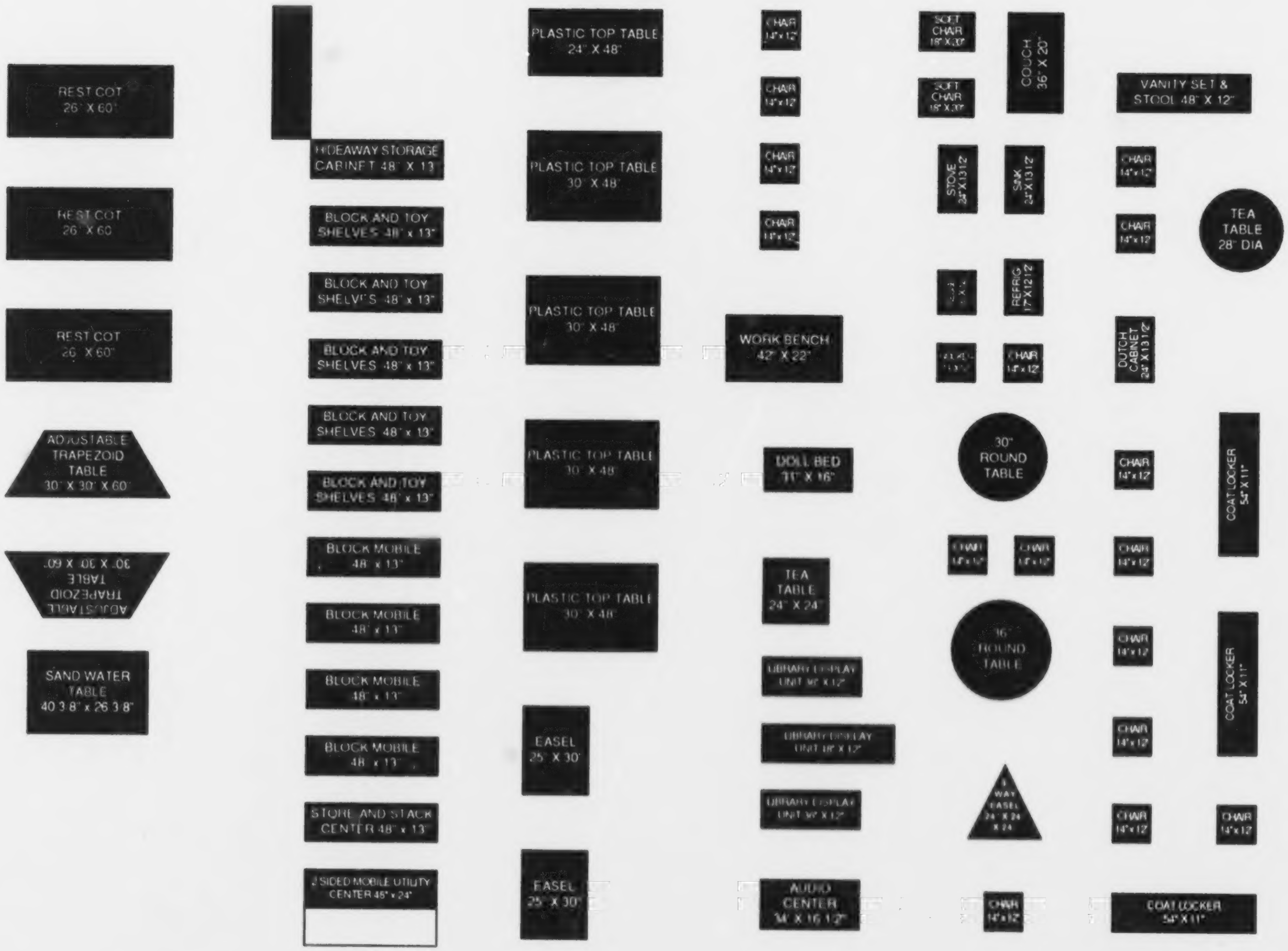
SCIENCE

Young children are eager to understand the "whys" and "hows" of their environment. They need many opportunities to ask questions and to look for answers. Children make discoveries as they experiment with such materials as magnets, measuring cups, and prisms. They learn more about their world as they examine a sea shell, watch a classroom pet, or use a magnifying glass.

A counter top or table is a good place to display science materials. Room to spread out objects encourages experimentation. Natural science materials, that are rotated often, such as rocks, leaves, candles, or perhaps a handful of snow, can be gathered by the children and teacher. Plants, fish, and small pets are welcome additions. Other science materials and measuring devices should be provided for a rich program of discovery.


VANITY SET & STOOL 48" X 12"
Dramatic Play
CHAIR 14"x12"
TEA TABLE 28" DIA
DOLL BED 31" X 16"
COAT LOCKER 54" X 11"
COAT LOCKER 54" X 11"
Children's Storage
Door
DUTCH CABINET 24" X 13 1/2"
REFRIG. 17"X12 1/2"
STOVE 24"X13 1/2"
SINK 24"X13 1/2"
HIDEAWAY STORAGE CABINET 48" X 13"
Science/Math Work Area
PLASTIC TOP TABLE 24" X 48"
HIDEAWAY STORAGE CABINET 48" X 13"
Block Building
BLOCK MOBILE 48" x 13"
PEGBOARD ROOM DIVIDER 48"
BLOCK MOBILE 48" x 13"
2 SIDED MOBILE UTILITY CENTER 48" x 24"
PLASTIC TOP TABLE 30" X 48"
Manipulatives
WORK BENCH 42" X 22"
Woodworking
ADJUSTABLE TRAPEZOID TABLE 30" X 30" X 60"
ADJUSTABLE TRAPEZOID TABLE 30" X 30" X 60"
Arts and Crafts
Door
SAND WATER TABLE 40 3/8" X 26 3/8"
Sand and Water Play
3 WAY EASEL 24" X 24" X 24"
SINK 24"X13 1/2"
ADULT ROCKER
LOFT CHAIR
LIBRARY DISPLAY UNIT 48" X 12"
Library/ Listening Area
COUCH 36" X 20"
A-V CENTER 33" X 16 1/2"

EACH SQUARE REPRESENTS ONE SQUARE FOOT


REST COT 26" X 60"
REST COT 26" X 60
REST COT 26" X 60"
ADJUSTABLE TRAPEZOID TABLE 30" X 30" X 60"
ADJUSTABLE TRAPEZOID TABLE 30" X 30" X 60"
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HIDEAWAY STORAGE CABINET 48" X 13"
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BLOCK MOBILE 48" x 13"
BLOCK MOBILE 48" x 13"
BLOCK MOBILE 48" x 13"
BLOCK MOBILE 48" x 13"
STORE AND STACK CENTER 48" x 13"
2 SIDED MOBILE UTILITY CENTER 48" x 24"
PLASTIC TOP TABLE 24" X 48"
PLASTIC TOP TABLE 30" X 48"
PLASTIC TOP TABLE 30" X 48"
PLASTIC TOP TABLE 30" X 48"
PLASTIC TOP TABLE 30" X 48"
EASEL 25" X 30"
EASEL 25" X 30"
CHAIR 14"x12"
CHAIR 14"x12"
CHAIR 14"x12"
CHAIR 14"x12"
WORK BENCH 42" X 22"
DOLL BED 31" X 16"
TEA TABLE 24" X 24"
LIBRARY DISPLAY UNIT 30" X 12"
LIBRARY DISPLAY UNIT 48" X 12"
LIBRARY DISPLAY UNIT 30" X 12"
AUDIO CENTER 34" X 16 1/2"
SOFT CHAIR 18" X 30"
SOFT CHAIR 18" X 30"
COUCH 36" X 20"
STOVE 24" X 13 1/2
SINK 24" X 13 1/2
REFRIG 17" X 12 1/2
CHAIR 14"x12"
30" ROUND TABLE
CHAIR 14"x12"
CHAIR 14"x12"
36" ROUND TABLE
3 WAY EASEL 24" X 24 X 24
CHAIR 14"x12"
VANITY SET & STOOL 48" X 12"
CHAIR 14"x12"
CHAIR 14"x12"
TEA TABLE 28" DIA
DUTCH CABINET 24" X 13 1/2
CHAIR 14"x12"
CHAIR 14"x12"
CHAIR 14"x12"
CHAIR 14"x12"
CHAIR 14"x12"
CHAIR 14"x12"
COAT LOCKER 54" X 11"
COAT LOCKER 54" X 11"
COAT LOCKER 54" X 11"

S-H20

CHILDCRAFT'S GUIDE TO EQUIPPING THE DEVELOPMENTALLY APPROPRIATE CENTER

by Jim Greenman
Childcraft Education Corp.

In a developmentally appropriate center, the program fits each child, not the other way around. The furnishings, equipment, and expectations of the child are age appropriate and appropriate to EACH individual child. A center is developed appropriately if:

- care is individual, personal, and responsive
- learning is individual and child choice is valued
- learning experiences are active, concrete, and relevant to the child
- all developmental areas are addressed in the learning environment
- a wide variety of experiences is available to accommodate wide ranges in interests and development
- adults respectfully facilitate, guide, encourage, and nurture each child's self-esteem, competence, and self-reliance
- the child's great need for movement, expression, noisemaking, and exuberance is planned for.

A quality center is experimentally rich and alive with child-directed activity; the adult focus is more on learning and facilitation than on teaching and directing. Adults listen and carry on individual conversations with children on real issues of concern to the children. Care is responsive, personal, and respectful. Full-day care takes place in a comfortable setting with ample time and space for privacy and quiet times.

A typical developmentally inappropriate early childhood setting is likely to require children to be too passive and group oriented, allow for little individuality, and focus more on instruction and child listening than learning and child doing.

In developmentally inappropriate settings toddlers are often in programs designed as if they were young three year olds, preschoolers as if they were second graders, and school-age children as if they were four year olds. A long, structured, group-oriented day (or very unstructured day) puts the burden of the adjustment on the child.

Principles for Equipping the Center

The right equipment and furnishings support a developmentally appropriate setting for care and learning. The goal is to maximize both child and adult competence. With furnishings and equipment that support appropriate, independent child use and easy adult use, children will have more experiences that accomplish developmental goals, and caregivers will have more time to care for children and to support their learning.

A well equipped developmentally appropriate center provides the following:

Soft, comfortable furniture: Couches, easy chairs, futtons, pillows.

Child access open storage: Shelves, bins, cubbies, carts, bags.

Variety of play materials: Sufficient variety to rotate play materials.

Sufficient quantity of play materials: More of the same item, such as blocks, are usually preferable to a smaller number of similar items. These items require large quantities per child for their potential value to be realized.

Duplicates: Duplicates of popular items are important to facilitate smooth social relationships, particularly for toddlers and young preschoolers.

Learning materials offering a balance of:

- *open/closed:* Open materials have no correct outcome — blocks, clay, painting; closed materials involve a right answer or a clear ending — puzzles, Montessori materials, or worksheets.
- *plastic/wood/metal:* An imbalance of brightly colored plastic is a common problem that creates an overstimulating aesthetic.
- *commercial toys/stuff: Stuff* is everything not designed to be toys that children play with — pots, pans, cardboard, twigs, tools, and other junk.
- *novelty and challenge/familiarity:* Opportunities for practice and mastery, as well as novelty and challenge.
- *active/quiet play materials:* Trucks and balls and boisterous dramatic play as well as books, stuffed animals, dolls, and manipulatives.
- *individual/social play materials:* Some equipment requires children to use it as a group; other equipment allows for solitary use.
- *simple/complex materials:* A simple item has one obvious use — a rattle, a car. A complex item has subparts or multiple uses that allow children to improvise — play bus with people.

Criteria for Equipment Selection

Durability: How long will it hold up? Center use is probably 10 times as hard as home use.

Safety: Sharp edges or corners? Parts to swallow? Toxic surface? Pull or tip over? How will it wear or break?

Health: Does it allow for easy cleaning and disinfecting?

Size/scale: Is it right size and scale for projected **and** unanticipated use by children or adults?

Quality of play experiences: Can it be used by different children (age, size) for different activities? How long will it hold a child's interest? How long will it challenge a child? What developmental needs or educational skill does the use of the equipment engender?

Quality of caring experience: Is it consistent with the child/parent experiences? Does it facilitate the caregiver's task? Does it add to the child/parent's sense of security?

Accessibility/independent use: Does the equipment require adult assistance in display, preparation, or use?

Aesthetics: Is the design attractive? Does the color, size, and shape add or detract from the overall aesthetic (e.g., will there be too much primary colored, plastic equipment)?

Appeals to a variety of sensory modalities: A mobile with sound appeals to sight and hearing, a beautiful wooden shape.

Authenticity: Real items used for real activities — garden tools, workbenches, kitchen and cleaning utensils.

Cost/value: The value of an item depends on the significance and length of its use relative to the price.

The Theory of Loose Parts

The degree of creativity and the possibility of discovery are directly proportional to the number and kind of materials in it.

Loose parts are materials that can be used together, combined, collected, sorted, separated or pulled apart, lined up, dumped, etc. Natural materials — rocks, leaves, sand, water; toys — plastic building systems, blocks, dolls, figures; clothing — scarves, hats, coats, shoes; stuff — boxes, paper, poker chips, cards. Loose parts are almost everything but worksheets, single use toys, and fixed equipment — provided children are allowed the freedom to use them in inventive ways.

Prevailing Practice and Parent/Staff Opinions

Many decisions are a matter of taste and opinion — there are either few developmental implications or professionals do not agree on the issues. In most cases — when to switch from cribs to cots, cots versus mats, computers in the classroom, the need for lofts or a particular piece of equipment, and so on — knowing both the prevailing practice in the community and parent and staff perceptions will result in better purchasing.

S-H21

GUIDE TO EQUIPPING YOUR CENTER

Childcraft Education Corp.

	Infant **6 weeks to 1 year**	**Toddler** **1 year to 2½ years**	**Preschool** **2½ years to 5 years**	**School Age** **5 years to 9 years**
Classroom Furnishings	Couch/futon Changing counter Auldt rocker Cribs/cradles Infant bounce chair Cubbies/bins High chair/chair with tray Child access shelves Nest/wading pool	*In addition:* Book display Chairs/seating cubes Lunch tables Child rockers Block cart Small water table Cots/mats Pillows	*In addition:* Activity counters Small play tables Work bench Room dividers Small rugs Sand/water table	*In addition:* Easy chairs Bunk beds Tents Hammock
Large Motor	Mats/pillows Beach balls Push/pull toys Small wagon Foam rolls Tunnel 4-6 Passenger carts Strollers Sling/backpack	*In addition:* Stairs/slide Rocking boat Barrel Wheelbarrows No-pedal trikes Variety of balls Simple climber	*In addition:* Balance beam Pedal wheel toys Larger wagons Shovels/rakes Hula hoops Planks/triangles	*In addition:* Sports balls Roller/ice skates Basketball hoop Jump ropes Skateboards Scooters
Dramatic Play	Baby dolls Stuffed animals Rubber animals Rubber people Puppets Hats Plexiglass mirrors	*In addition:* Large doll furniture Dress-up clothes and hats Child-sized furniture Plastic cooking sets Blankets Tents Boxes Cars/trucks Pots/pans	*In addition:* Doll house Plastic food Clothespins Play money Cash register Kitchen utensils Prop boxes Purses/luggage Play telephone	*In addition:* Small dolls Castle sets Mobilo Balance scale Microphone Stage Fabric Planks/boxes
Blocks/ Construction	Fiberboard blocks Foam blocks Bucket and blocks	*In addition:* More blocks Large trucks Large train Snap blocks Waffle Blocks	*In addition:* Unit blocks Hollow/perma blocks Planks Derrick Pulleys Wheelbarrow Woodworking tools/hat/ belts Dominoes/lots of blocks	*In addition:* More hollow blocks More planks More crates More tools Tri-wall cardboard Traffic signs/train set Plastic/wood wheels, nuts, bolts
Creative/ Art	Finger paint Simple prints Wall hangings Sculpture Mobiles Messy mats	*In addition:* Block crayons Large brushes Chalk/markers Chalkboard Play dough Ink stamps Paste	*In addition:* Easel Small brushes Water colors Modeling clay and wax Collage material Glue Scissors	*In addition:* Tri-wall cardboard Styrofoam pieces Clay Sewing machine Badge maker Camera Camcorder
Sensory/Sand/ Water/Science	Dish/garden tubs Tub toys Sponges Plants Aquariums/birdfeeders Animals Windchimes	*In addition:* Buckets/jars Funnels/sifters Measuring cups/pitchers Magnifiers Large magnets Flashlights	*In addition:* Electric frying pans Incubator Ant farm Balance scales Thermometer Magnets/prisms	*In addition:* Microscopes Rock tumblers Tape measures Oven Motors
Books/ Language/ Music	Cloth books Hard board books Posters Photos Records/tapes Music boxes Musical mobiles	*In addition:* Picture books Read-To books Play telephones Simple instruments Listening center	*In addition:* More books Magnetic letters/Lotto Typewriter Telephones Thick pencils Musical keyboard Instrument set Scarves/ribbons	*In addition:* Computer and software Easy read books Chapter books Time/Life type books Maps Dictionary/encyclopedias Historical books Notebooks
Perceptual Motor/Games/ Manipulatives/ Math	Mobiles Cradle gyms Busy boxes Rattles Prisms	*In addition:* Pop beads Stack/nesting toys Large pegboards Lock boards Pounding bench Poker chips Sorting boxes	*In addition:* Small pegboards Puzzles Thread boards Table blocks/parquet blocks Tyco/Lego/Lazy blocks Abacus Lacing boards Nuts and bolts	*In addition:* Board games Skill games Cards/checkers Dominoes Looms Cuisenaire rods Caculators Models

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LEVEL: STAFF

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the importance of play as the context for best practice teaching.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Play the *Raisin Activity* Have participants discuss the value(s) of play in developmentally appropriate programs after completion of the *Raisin Activity.*	1. Flash Card Picture of a Raisin Small boxes of raisins Leader Notes (S-L22) *Raisin Activity Direction Cards*	1. Prepare cards and materials as directed on the leader notes. Divide participants into three groups for this activity. Suggested questions following this activity are: – How did you feel? – What would you rather be doing? – Which group gained more and accurate information? – How do we learn best? Why?

S-L22

RAISIN ACTIVITY DIRECTION CARDS

Card #1

1. Print the word raisin on a flash card.
2. Use the flash card to discuss raisins.
3. List all the characteristics of raisins gained from the flash card discussion.

Card #2

1. Display a picture of raisins.
2. Discuss the picture
3. List all the characteristics of raisin ascertained from looking at this picture.

Card #3

1. Providing each participant with a small box of raisins.
2. Using all five senses, the participants will examine the box and contents.
3. List all the characteristics of raisins.

PROJECT PREPARE

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

P.L.A.Y.

Administrator

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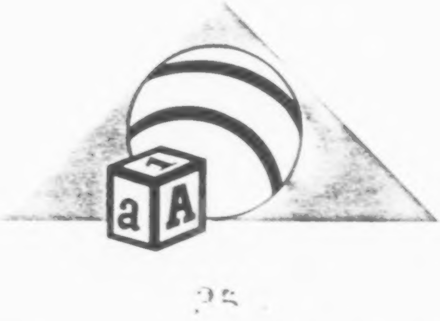
GOALS

1. Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.
2. Comprehend the significance of play in the development of young children.
3. Understand the correlation between play and learning related activities.
4. Become familiar with relevant teaching techniques associated with play.

GOAL 1

P.L.A.Y.



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LEVEL: ADMINISTRATOR

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify belief statements that reflect the appropriateness of play in a developmentally appropriate curriculum.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Present and discuss the steps for formulating *Belief Statements.* - Definition - Importance in planning - Examples	1. Leader Notes (A-L1) *Beliefs*	1. Read and study *Beliefs* Handout prior to presentation. Review with participants.
2. Large group activity View video tape, *Creative Curriculum* in order to assist in the formulation of statements that reflect the appropriateness of play. Elicit and post belief statements.	2. Video Creative Curriculum Teaching Strategies, Inc. 6407 32nd Street, NW Washington, DC 20015	2. Video for activity can be borrowed from SERRC. (Optional activity.) List and discuss. Examples from film: - Young children are active learners. - Children learn through play. They are curious and ready to explore their surroundings. - Children's learning is enhanced by a planned curriculum that reflects children's interest, ability, and background. - Adults support children's learning through play. - An early childhood curriculum includes a variety of activities that are related to one curriculum; the teacher's planning is guided by a well-defined curriculum framework with goals and objectives. Encourage participants to think about how diversity (e.g., ability, cultural, racial, religious, gender, etc.) might influence a young child's play.

LEVEL: ADMINISTRATOR *(continued)*

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: KNOWLEDGE *(continued)*

OBJECTIVE: Participants will identify belief statements that reflect the appropriateness of play in a developmentally appropriate curriculum.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
3. Small group activity Make available several early childhood instructional programs (list included). Evaluate the appropriateness based on National Association for the Education of Young Children guidelines.	3. Have available a variety of instructional programs for each small group to preview. These programs may be available from your local SERRC. Leader Notes (A-L2) *Instructional Program* Handout (A-H1) *Suggestions for Evaluating Appropriate Material* **Supplemental Resources** Cambridge Management Group, *Strategic Planning Workbook.*	3. Early childhood instructional programs list included. National Association for the Education of Young Children - curriculum guidelines included. Divide into three or four small groups. Have groups use Handout to evaluate instructional programs.

BELIEFS

DEFINITION

A statement of the organizations fundamental convictions, its values, its character.

IMPORTANCE OF PLANNING

The belief statement provides the bedrock values which move the organization to commit itself to a specific mission and objectives. It establishes moral and ethical priorities which serve to guide all the organizations activities. The beliefs should not be mere observations or statements of fact, but sincere, uncompromised convictions. They should be universal in applications, but specific in meaning.

Examples

We believe that:

Every person can learn, but in different ways and at different times.

Education is an ultimate worth.

Educational achievement and opportunity require the responsible commitment and participation of the community, students, parents, and staff.

A fundamental responsibility of the educational process is to create and maintain an environment to foster the dignity and self-esteem of students, parents, and staff.

All students are capable of success.

USE THIS SPACE TO DESCRIBE THE *BELIEFS* OF YOUR ORGANIZATION.

INSTRUCTIONAL PROGRAMS FOR USE WITH YOUNG CHILDREN: A SAMPLING

Authors note: Many of the prepared curricula and teaching kits available to teachers of young children are useful when planning for and teaching children with special needs. Most of the kits and programs contain a wealth of ideas and related materials. Concepts are developed through games, songs, and activities that young children enjoy. They often give specific instructions for adapting materials to meet special needs.

The materials listed below represent a selection from those most widely used in early childhood education programs. New curricula and related materials appear regularly in this expanded market. Their inclusion here is not an endorsement of their value for use in any special program. Before purchasing any of these materials, teachers should do a careful analysis of their potential effectiveness.

One must give particular attention to the material's instructional objectives. Are they clearly defined and are they consistent with the classroom objective? Will the unique needs of involved children be considered? Are objectives carefully sequenced or can they be sequenced to become part of a totally developmentally based curriculum? Are the materials conducive to the physical demands of young children and are they cost effective? Is special training necessary to use the materials? Only through careful study can critical questions such as these be answered. We encourage such study before materials are either purchased or used.

Publisher: *American Guidance Service, Publishers' Building, Circle Pines, Minnesota 55014*

My Friends and Me

AUTHOR: D. E. Davis

DESCRIPTION: This program is designed to help children identify problems, seek solutions, and learn how to get along with others. Songs, picture stories, activity board adventures, and two fuzzy dolls, Candoo and Willdoo, help children learn about themselves and others. Includes related at-home activities.

Peabody Early Experiences Kit (PEEK)

AUTHORS: L. M. Dunn, L. T. Chun, D. C. Crowell, L. W. Dunn, L. G. Alevy, and E. R. Yackel

DESCRIPTION: The PEEK kit contains 250 spirally sequenced lessons that focus on cognitive, social, and oral language development. Puppets, a picture deck, photographs, story cards, songs, posters, and a magnetic fishing pole are among the item included in these imaginative lessons.

Peabody Language Development Kit: Level P

AUTHORS: L. M. Dunn, J. O. Smith, and K. Horton

DESCRIPTION: This kit provides advanced three year olds, four year olds, and five year olds with practice in "labeling language," syntactical and grammatical structure, and logical thinking. The revised edition contains 360 lessons that involve picture cards, puppets, sound books, posters, manikins, magnetic shapes, and plastic fruits and vegetables. Uses a variety of modes of stimulation. Teachers find the pictures to be very appealing and useful in lessons that do not depend on the kit.

Small Wonder

AUTHOR: M. B. KARNES

DESCRIPTION: Small Wonder is a two-part program that fosters emotional, physical, and intellectual growth of infants and toddlers. Activities that include games, exercises, songs, picture stories, and puppet plays emphasize language development. Included is a diary that allows a baby's reaction to each activity to be recorded as a keepsake.

Publisher: *American Science and Engineering Inc., 20 Overland Street, Boston, Massachusetts 02215*

Early Childhood Curriculum: A Piaget Program

AUTHOR: C. Lavatelli

DESCRIPTION: The purpose of this program is to provide experiences in classification, number, measurement, space, and serialization that are necessary for movement into the Piagetetian stage of concrete operations. Gamelike activities initially under teacher direction stimulate work with concrete materials to solve problems and develop associate language. Teacher's guides and kits of materials may be obtained separately for each area.

Publisher: *Bowmar/Noble Publishers, Inc., 4563 Colorado Boulevard, Los Angeles, California 90039*

Early Childhood Series

AUTHORS: N. Curry, R. Jaynes, M. Crume, E. Radlauer, and R. Radlauer

DESCRIPTION: This multimedia program is designed to stimulate the development of self-concept, awareness of the physical environment, and promotion of social interaction. Each of these themes is explored through book-and-record sets, sound filmstrips, and study prints. These components can be purchased separately.

Project Me

AUTHORS: F. Schaefer and I. Chambers

DESCRIPTION: Project Me has been expanded to include at least 11 different sets containing filmstrips, cassettes and teachers manuals. Critical concepts of early learning such as body image, visual perception, size discrimination, form perception, directionality, cause and effect, empathy, tolerance, and general recognition of emotions are the targets of instruction. Pictures are projected on to the "Learning Wall," a floor-based screen, creating a total environment into which the child can project himself or herself and react accordingly.

Publisher: *Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091*

Learning Language at Home

AUTHOR: M. B. Karnes

DESCRIPTION: This program includes 200 lesson cards with 1,000 activities divided into the following four skill areas: Learning to Do, which builds motor skills through manual expression; Learning to Listen, which builds auditory skills; Learning to Look, which builds visual skills; and Learning to Tell, which builds verbal expression. Each activity is intended to involve parents in the varied learning experiences.

Learning Mathematical Concepts at Home

AUTHOR: M. B. Karnes

DESCRIPTION: Activity cards containing an objective, needed materials, and procedures are divided into seven lesson areas: geometric shapes, sets and one-to-one matching, numbers and counting, numerals, addition and subtraction, patterns and progressions, and measurement. Lessons are sequenced and progress forms are included.

Publisher: *Developmental Learning Materials, P.O. Box 4000, One DLM Park, Allen, Texas 75002*

Body and Self-Awareness Big Box

DESCRIPTION: The Big Box contains 186 activity cards designed to help young children develop an awareness of their own bodies and of their relationship to the space and objects around them. Includes materials to assist in developing positive self-concepts and to express feelings.

Language Big Box

DESCRIPTION: This Big Box contains 24 Developmental Learning Materials products along with 170 activity cards to encourage the most effective use of these products in language development and early childhood education. Included are the familiar association pictures, category and classification cards, same and different cards, and sequential picture cards.

Visual Perception Big Box

DESCRIPTION: Included in the visual perception Big Box are 140 activity cards that focus on color, shape, size, closure, discrimination, eye-hand coordination, and visual-language concepts. Basic Developmental Learning Materials items included are: parquetry, sequencing beads and patterns, sequential picture cards, visual memory cards, and visual discrimination flip books.

Got To Be Me!

AUTHOR: M. Harmin

DESCRIPTION: This unique program is designed to encourage children to become more aware of themselves by discovering their likes and dislikes, strengths and weaknesses, and hopes and fears. Self-expression is stimulated by a series of colorfully illustrated cards containing thought-provoking pictures and unfinished sentences on each side. These 48 pictures are also found in consumable workbooks for older children. A teacher's guide presents additional activities. This program is available in Spanish.

Publisher: *Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607*

The Frostig Program, revised

AUTHOR: M. Frostig

DESCRIPTION: The Frostig program is intended for use with children with known or suspected visual perception problems. Included are 375 spirit masters and a teacher's guide to activities in the following areas: visual-motor coordination, figure-ground perception, perceptual constancy, position in space, and spatial relationships.

Move-Grow-Learn, revised

AUTHOR: M. Frostig and P. Maslow

DESCRIPTION: 170 exercise cards give directions for a total movement program that improve sensory-motor skills, self-awareness, coordination, agility, strength, flexibility, and balance. A section is devoted to creative movement that stimulates imagination and self-expression. A teacher's guide explains the theoretical basis of this preschool and primary school program.

Publisher: *Melton Peninsula, Inc., 1949 Stemmons Freeway, suite 690, Dallas, Texas 75207*

The Perceptual Motor Play Program

AUTHORS: H. Goldstein and M. Alter

DESCRIPTION: This program is divided into two phases, exploratory play and social play. Phase one contains activities that include sensory orientation, fine motor exploration, and gross motor exploration. The activity bank in phase two contains 96 task cards with a task analysis of the skills taught. Also includes record sheets, a teacher's manual, and a "How to create materials book."

Publisher: *Milton Bradley Company, 443 Shaker Road, East Long Meadow, Massachusetts 01028*

Game Oriented Activities for Learning (GOAL)

AUTHOR: M. Karnes

DESCRIPTION: The 337 lesson plan cards are divided into the following 11 processing skill areas: auditory and visual reception, auditory and visual association, verbal and manual expression, auditory and visual memory, and grammatic, auditory, and visual closure. Picture cards, situation pictures, templates, pictures, animal puzzles, patterns and plans, spin and find games, and "scenes around us" combine into game-like activities to be used with small groups of children.

GOAL: Mathematical Concepts

AUTHOR: M. Karnes

DESCRIPTION: 148 lessons are divided into 8 content areas: geometric shapes, sets and one-to-one matching, whole numbers and rational counting, numerals, addition and subtraction, measurement, metric measurement, and patterns and progressions. Materials include number-numeral tiles, wooden dice, path to math game board, flannel board aids, add-on cubes, place-value charts, lotto, shapes, templates, and number lines that can be used with small groups of children.

Publisher: *Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611*

DISTAR Language I

AUTHOR: S. Engelmann, J. Osborn, and T. Engelmann

DESCRIPTION: This program is designed to teach basic language concepts to children in small groups. It is a highly structured instructional system. Teacher presentation books are to be followed precisely. Children are reinforced for staying on a task and for participating together in a series of teacher-directed lessons. Emphasizes concepts necessary for success in school.

Inquisitive Games: Discovering How to Learn; Exploring Number and Space

AUTHOR: H. Sprigle

DESCRIPTION: Discovering How to Learn is designed to help children develop proficiency in classifying, analyzing, generalizing, and problem-solving. Strategies including small group activities and games for up to four players emphasize the how and why rather than the what. Focus is on gathering, organizing, and processing information. Exploring Number and Space is a set of math oriented games and activities to help in the development of preoperational skills as described by Piaget. Small group involvement in sequenced activities encourages comprehending relationships necessary to understand basic mathematical concepts.

Publisher: *Teaching Resources Corporation, 50 Pond Park Road, Hingam, Massachusetts 02043*

Dubnoff School Program 1

AUTHORS: B. Dubnoff, I. Chambers, and F. Schaefer

DESCRIPTION: This program consists of three levels of small sequential steps that form a complete prewriting program beginning with single strokes and ending with the transition from manuscript writing to cursive writing. Each level, which includes an instructor's guide, student workbooks with acetates, crayons, and Good Work Awards, can be ordered separately. These perceptual-motor exercises may be used with a whole class or with small groups.

Erie Program

AUTHORS: D. A. Hatton, F. J. Pizzat, and J. M. Pelkowski

DESCRIPTION: Four sets of games emphasizing six basic geometric shapes are included in the Erie Program. These visual-perceptual games use game-boards, bingo, templates, worksheets, tracing, and domino activities.

Fairbanks-Robinson Program

AUTHORS: J. S. Fairbanks, J. Robinson

DESCRIPTION: Level 1 of this program is designed to develop the following skills at the preschool level to the kindergarten level: line reproduction, shape and size perception, coloring, cutting, spatial relationships, figure-ground discrimination, sequencing, and parts-to-whole relationships. Activities include tracing, copying, coloring, cutting, mazes, dot-to-dot designs, and puzzles.

Learning Staircase

AUTHORS: L. Coughran and M. Goff

DESCRIPTION: This program is designed to identify specific deficiencies and to prescribe individualized training tasks within 20 content areas. Each area contains 9 to 82 separate lessons with the task's object, method, materials, and performance criteria. Includes an assessment inventory system, parental report form, and grid pad for record keeping. Also includes, in addition to the early childhood content areas, "same and different," "toilet training," and "time."

Publisher: *The MacMillan Company, Front and Brown Street, Riverside, New Jersey 08075*

Early Childhood Discovery Materials

AUTHOR: Bank Street College of Education

DESCRIPTION: The purpose of these materials is to foster the development of language, conceptual, perceptual, and motor skills to young children. Materials are boxed according to these themes as the farm, the park, and the supermarket. Also available are Associated Materials that are used to extend and reinforce specific skills. A teacher's guide presents specific teaching suggestions.

Publisher: *The Psychological Corporation, 304 East 45th Street, New York, New York 10017*

Boehm Resource Guide for Basic Concept Teaching

AUTHOR: A. E. Boehm

DESCRIPTION: This kit is designed to assist in teaching such basic concepts as time, space, and quantity. It contains 65 concept cards that provide pictures illustrating concept relationships; 91 duplicating masters of worksheets; 35 game cards for use in puzzles, matching, and classifying tasks; and a picture book for developing the concept "pair." The Boehm test of basic concepts can be used to determine which lessons will be most appropriate for specific children (Appendix D).

Publisher: *VORT Corporation, P.O. Box 11552, Palo Alto, California 94306*

Hawaii Early Learning Profile (HELP)

DESCRIPTION: HELP consists of two components. Included are charts that cover six developmental areas and 650 sequenced skills. These facilitate recording and provide a visual picture of developmental skills for ages up to three years. The Activity Guide provides specific learning activities, definitions, and criteria for each of the sequenced skills. Each can be purchased separately.

Publisher: *Richard L. Zweig Associates, Inc., 20800 Beach Boulevard, Huntington Beach, California 92648*

Santa Clara Plus

AUTHOR: J. M. Casey

DESCRIPTION: This kit contains 242 "readiness recipes" with 664 activities for large group, small group, and individual use. Skill areas include motor coordination, visual-motor performance, visual perception, visual memory, auditory perception, auditory memory, language development, conceptual development, and social and emotional development. They are arranged in the order of skills measured by Santa Clara Inventory of Developmental Tasks (Appendix D). Tasks were chosen from Raymond Allen, Inc. "Your green pages." *Early Years Magazine 1971-1976.*

SUGGESTIONS FOR EVALUATING APPROPRIATE MATERIALS

Developing curriculum or deciding whether a particular curriculum is appropriate for a specific group of children is a complex task that requires consideration of many variables. To facilitate the task of using the Curriculum Guidelines, we have phrased each of the guidelines as a question. We suggest that a curriculum committee, composed of six to eight teachers, review a proposed curriculum by subjecting it to these questions. An approved curriculum would be one for which a group of early childhood professionals could consensually agree in the affirmative to each of the following questions:

1. Does it promote interactive learning and encourage the child's construction of knowledge?
2. Does it help achieve social, emotional, physical, and cognitive goals?
3. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
4. Is it meaningful for these children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience from it?
5. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
6. Is it of interest to children and to the teacher?
7. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships within families?
8. Does it build on and elaborate children's current knowledge and abilities?
9. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
10. Does it facilitate integration of content across traditional subject matter areas?
11. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
12. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
13. Does it encourage active learning and allow children to make meaningful choices?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" ways to complete a task?
15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?
16. Does it promote and encourage social interaction among children and adults?
17. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?
18. Does it promote feelings of psychological safety, security, and belonging?
19. Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?
20. Does it permit flexibility for children and teachers?

LEVEL: ADMINISTRATOR

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will be able to identify appropriate play in typically developing young children as well as those with disabilities.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Define: Developmental Stages of Play. – functional – constructive – dramatic – games with rules Review: Developmental ages and types of play.	1. Transparency (A-T1) *Stages of Play* Handout/Transparency (A-H2) *Developmental Ages and Type of Play*	1. Review Transparency Use Handout/Transparency *Developmental Ages and Type of Play.*
2. Small group activity A sandbox activity for three, four, and five year olds. How would each group respond to: a. equipment b. relationship with adult c. relationship to peers d. adult activity e. frustration for adult f. frustration for child	2. Worksheet (A-W1) *Sandbox Activity* Leader Notes/Handout (A-L3) *Sandbox Activity Sample Responses*	2. Use sandbox activity. Ask participants to answer and discuss questions 1-6 regarding the sandbox activity. See *Sandbox Activity* Handout. You may wish to assign one age group to each group. During the large group discussion, ask how having a disability might influence a child's play in this situation.

A-T1

STAGES OF PLAY

FUNCTIONAL PLAY

First stage of play, it is simple repetitive motor movement involvement using objects.

CONSTRUCTIVE PLAY

Using objects to make something.

DRAMATIC PLAY

The child uses imagination to create objects or situations.

GAMES

The child begins to accept and participate in competitive activities with other children.

DEVELOPMENTAL AGES AND TYPE OF PLAY

Age	Exploration/ Manipulation	Construction	Dramatics	Games
12-24 months	Sensorimotor/perceptual examination of objects. Modes of exploration include banging, inserting in and pulling out, tasting, creeping and crawling through, emptying and filling, tasting and scribbling	Simple towers with blocks, primarily exploration and manipulation.	Imitates own behavior but in different situations. Themes center on simple adult routines. Late in this year child begins to perform activities with doll.	Appearance/ disappearance. (peek-a-boo); strange appearance, chase and capture.
24-36 months	Exploration becomes integrated with other types of play such as construction and dramatics. Child can manipulate and observe the results of behavior at the same time.	Block building, painting, pasting, clay, puzzles. Child is pleased with whatever he or she makes.	Assumes more complete adult roles, usually pretending to be adult doing things to other children. A toy can symbolize another object.	Participation in story telling; rhyme games.
36-48 months	Becomes very interested in exploring new places, although usually prefers to have an adult companion. Field trips begin to be meaningful and exciting experiences.	Drawing, cutting, advanced puzzles, coloring, diverse structures with blocks.	Increased variety of themes; creation of imaginary characters. Wants some outstanding prop (shoes, hat) to aid in role play. Enjoys puppet play.	Imaginary monsters, friends and enemies, singing and chanting.
48-69 months	Enjoys exploring increasingly greater range of experiences and places.	Collages, painting, complex puzzles. Child begins to be critical of own workmanship.	Dramatic play becomes very social and at times cooperative. More advanced themes. Child is more likely to want more than one prop or piece of clothing to aid in role play.	Simple board games, hunts for hidden treasures, prisoners, hide-and-seek.

A-W1

SANDBOX ACTIVITY

1. How would a three, four, or five year old interact with sand?

2. What would be the relationship between three, four, or five year old and adults in the sandbox?

3. What would be the three, four, or five year olds' relationship with their peers?

4. What would be the adults activity in the sandbox

5. What are the frustrations of the adults?

6. What are the frustrations of the three, four, or five year old?

SANDBOX ACTIVITY
SAMPLE RESPONSES

THREES

1. Equipment Use
   - dumping/squishing
   - make things
   - stir, etc.
   - beginning of socio-dramatic play
   - beginning to pretend
   - use it in other areas with purpose

2. Relationships with Adult
   - uses to mediate
   - tell teacher when there is trouble
   - can begin to understand rules
   - cry to get adult attention/help
   - look to be appreciated
   - use as resources
   - want to please adult
   - begin to be able to share the adult

3. Relationships with Peers
   - starting to cooperate
   - know when they do things to other kids
   - not so impulsive
   - still want own space
   - tease to get a rise (deliberate)

4. Adult Activity
   - clear rules for them and few
   - concept; adult can plan their day with good teacher support process and immediate situation

5. Exasperations — Adult
   - attention span short
   - taking things from one another
   - aggressive
   - hitting
   - less predictable

6. Exasperations — Child
   - adults who continuously feel need to supervise/intrude

FOURS

1. Equipment Use
   - creatively
   - representational
   - more imaginative
   - plan
   - bring other things in as a result of planning
   - conversations more complex
   - want to *keep* things they make
   - bragging
   - concepts coming out more
   - know what is fair

2. Relationships with Adults
   - verbalize needs
   - include adult in play
   - as resource
   - asking for appreciation
   - keep things safe — emotional/physical

3. Relationships with Peers
   - cooperative/interactive
   - exclude opposite sex
   - group membership fluxation
   - become absorbed
   - disagreements/negotiate
   - play with words — helps their control

4. Adult Activity

5. Exasperations — Adult
   - tattling
   - when children destroy one another's projects
   - children don't need so much direction
   - bossiness

6. Exasperations — Child
   - time cut short when they are absorbed

FIVES

1. Equipment Use
   - still need sensory experiences but can explore ideas verbally
   - explore experiences verbally with satisfaction

2. Relationships with Adults
   - resource/help

3. Relationships with Peers
   - group activity
   - good planning
   - global
   - carry over
   - explore sophisticated ideas
   - experience with equipment
   - hierarchy
   - recognition — in a way of diverse skills
   - can make choices playfully
   - can plan materials — location
   - use good verbal skills — problem solve

4. Adult Activity

5. Exasperations — Adult
   - wanting to steer children

6. Exasperations — Child

LEVEL: ADMINISTRATOR

GOAL: **#1** Recognize the characteristics of play in young children and its relationship to developmentally appropriate practice.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will value the need to be aware of individual differences when designing programs and/or making other administrative decisions to maximize play for young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review the three vignettes - let group discuss the four-year-old vignettes. Activity: List the reasons a principal would take the position stated in vignette #2. (When are you going to start teaching the children?)	1. Transparency/Handout (A-T2) *Informing Others About Developmentally Appropriate Practice*, Black & Puckett	1. Informal discussion of vignette #2. Personal experiences or perceptions of administration position on play in the classroom. Use Transparency/Handout, *Informing Others About Developmentally Appropriate Practice.*
2. Large group presentation: *Understanding Administators.*	2. Leader Notes (A-L4) *Understanding Administrators*	2. Read and study, *Understanding Administrators.* Highlight experiences and training that help shape administrator's thinking and decision making when setting up and evaluating preschool programs.
3. Large group activity List and discuss any special adaptations that will have to be made in a classroom structure and management to accommodate play of children with disabilities.	3. Handout (A-H3) *The Effect of Disabilities on Play Skills* Blank Transparency, chart, or chalk board.	3. Use Handout on *The Effects of Disabilities on Play Skills.* Go through each disability listed and lead group into a discussion on changes that need to be made to accommodate children with disabilities.

INFORMING OTHERS ABOUT DEVELOPMENTALLY APPROPRIATE PRACTICE

1. Ann Simpson drops eight-month-old Jennifer at the child-care center. Ann excitedly tells Jennifer's caregiver about a newspaper article she read describing a program that teaches babies to read. As she leaves the center, she stops by the director's office to request that this program be implemented in their center.

2. Maria Lopez is a pre-kindergarten teacher in a public school program for four year olds. After observing in her room, Maria's principal asks her, "When are you going to start teaching the children? All they do is play."

3. James Washington teaches second grade in an urban school. He has arranged the children's desks into clusters so they can talk as they work together on projects. They may also choose from among several learning centers in the classroom. The teacher across the hall from James informs him that the children learn best in quiet classrooms and that the children should learn to stay in their seats. She warns him that his students will not do well on achievement tests and will not be ready for third grade.

A-L4

UNDERSTANDING ADMINISTRATORS

Directors, supervisors, curriculum specialists, and principals play important leadership roles in early childhood programs. In some cases, administrators have only recently begun serving younger children in their programs. For example, pre-kindergarten or kindergarten may be new additions to public schools; infants and toddlers may have been added to a child-care center that previously served only preschoolers.

Administrators in these situations probably rely on their own education and experience. Many individuals in leadership positions may have had little or no classroom experience as teachers of young children. Their knowledge may be based on elementary school classrooms designed for older children.

Administrators, even more so than teachers, are pressured to ensure that children learn in their programs. Parents exert heavy pressure on administrators. Commercial curriculum developers influence administrators to purchase kits or textbooks that they claim will help children excel. But most importantly, public school administrators are required to implement various policies mandated by the local school system or state. Accountability requires that school districts use standardized testing to document children's achievement, despite the fact that such testing is often inappropriate for younger children. Pressure to produce higher test scores leads teachers to use more formal instructional methods and "teach to the test." In addition, some teacher evaluation instruments are designed to be used in classrooms where teacher-directed whole-group instruction is taking place. Thus, principals may pressure teachers of young children to modify their teaching strategies to increase their chances of performing at a higher level on an appraisal instrument.

Administrators need to be understood. Their perspective is based on their educational background and the realities of their position. Early childhood professionals need to be aware of these concerns and work with individuals in leadership positions to ensure that developmentally appropriate practices are accepted and adopted.

THE EFFECT OF DISABILITIES ON PLAY SKILLS

A disability, handicapped condition, or delay can effect how a child plays, the kinds of play the child engages in, and the child's ability to use play as an avenue to learning and generalizing new skills or concepts. Although experiential background, personality, environment, and gender also effect how play skills develop, how children approach play, and the learning the child takes from the play activity, children with disabilities will have distinct differences in their play. They may even need to be *taught* specific play skills before they begin to learn through play.

The child may have already learned through adaptations to help her/him in manipulating materials or in interacting with others. You may have to teach needed adaptations such as how to get to materials or how to ask another child to play.

Physical Disabilities. Physical disabilities may effect the child's play in a variety of ways, depending on how the disability restricts movement. The child may have difficulty manipulating materials in a constructive or meaningful way. Certain conditions, such as cerebral palsy, may also restrict the use of speech.

Cognitive Disabilities. Delays or impairments in cognitive functioning may also delay the development of play skills. Children may need many opportunities to imitate and learn specific play skills before they are ready to put skills to work in the more generalized nature of play. They may also find it difficult to engage in high levels of socio-dramatic play because of difficulty thinking abstractly. Children with cognitive delays may also engage in more exploratory behaviors than in direct play behaviors.

Communication Disabilities. Difficulties with speech and/or language may inhibit the child's ability to enter into or initiate play with others, explain or comment about her/his own play, or play with the effects of words and language. The child may have trouble being understood by other children and adults and this may limit her/his ability to express desire for play materials or dislike of a play activity ("I don't wanna."). Because language is closely related to cognition, problems with communication may interfere with ability to describe, extend, or control play with others.

Sensory Disabilities. Children with sensory problems such as visual or hearing impairments may experience a variety of play problems. Orientation to play areas and materials can be a major difficulty for the child with limited vision. This child may also lack exploratory or imitative skills. He or she may not understand the use of materials or objects because of limited experience in watching models or in manipulating objects. Early object exploration techniques, such as putting things in the mouth, may be observed. Hearing impaired children may lack language and speech skills and, thus, may have problems similar to the child with communication difficulties. These children also may not be able to respond to initiations by others and may be perceived by other children as not wanting to play. Opportunities for social play may be limited by this lack of responsiveness.

Social, Emotional and Behavioral Disabilities. Children's behavior often interferes with engagement in play and with development of play skills. Constant withdrawal from others or from materials and activities restricts the child from social play and from manipulation of objects. Aggressiveness may limit the types of activities that the child is invited to join in by others and may lead to misuse and destruction of materials. Many children may have difficulty using play as a tool for generalizing skills because of their focus on repetitive or stereotypical use of materials. Other children may have difficulty concentrating on specific play activities long enough for real involvement to occur. Some children may be extremely fearful of new things and may be unwilling to risk exploration of materials with differing textures, size, or functions. The development of interactive play skills in handicapped children, which moves from being adult oriented to object or toy oriented to peer oriented can inhibit the development of social interactions with peers and delay the sequence of social play development.

Medical Disabilities. Health problems may be serious enough to hinder the development of play skills or inhibit the use of play learning new skills. A child whose movement is restricted by a health condition such as severe cardiac problems or asthma may tire easily and may engage in motor play in only very limited ways. Children who have been hospitalized frequently may lack the ability to initiate social or play interaction with other children. New techniques in care and programming for hospitalized children which focus on opportunities for learning, play, and interaction with the care setting are beginning to address the lack of stimulation in medical settings for young children.

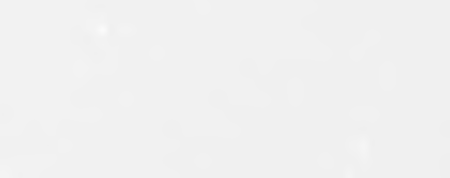
Cultural and Social Class Issues. There is some debate regarding whether culture and social class effect play in a negative way. Smilansky, in her 1968 studies, found distinct differences in the imaginative play and use of language in play between children from low income and children from middle income homes. Other studies corroborate these findings and also discover that the quality or level of dramatic play is lower among low-income children. Later studies, however, by Golomb (1979) and Stern, Bragdon, and Gordon (1976) have failed to confirm these findings.

Other studies have noted differences in the development of play skills across cultures or ethnic groups. For example, fantasy and imaginative play are virtually absent in some societies such as Russian and East African, but very rich and diversified in others such as New Zealand and Okinawa. (Johnson, et al., 1987.)

Culture and socio-economic status are variables that affect the availability of materials, space for play, and adult encouragement and modeling which influences, in turn, play behavior and development.

Because most disabilities can have an impact on more than one area of development it is important to be aware of individual differences in the development and use of play skills. Careful observation of children's interactions with objects and with people will provide a better picture of how each child's disability effects her/his play.

P.L.A.Y.



BEST COPY AVAILABLE

LEVEL: ADMINISTRATOR

GOAL: **#2** Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will recognize and support the value of children's play in the preschool program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group discussion Describe a scene in an exemplary classroom where children and teachers are engaged in various forms of play. – Ask for immediate reactions and chart – Ask for interpretation/thought – Ask for other examples of preschool programs that participants have seen – Ask if there was anything they wanted to change about them	1. Transparencies (A-T3-8) *Play is a phenomenon ...* *Parents, teachers ...* *Rough and tumble play ...* *Play is what children make it ...* *Describe Classroom for Preschoolers* *Further Discussion About Preschool Programs*	1. Show Transparencies. Encourage participation from many, try calling on a few participants. Options - Leader may use a pre-recorded audio tape describing a preschool classroom or use examples from *Young Children in Action* by Hohmann, Banet, and Weikart or vignettes from *Ohio Early Childhood Curriculum Guide*. Leader should choose appropriate examples relevant to participants' needs. Chart key aspects that the participants cite.
2. Large group activity Discuss new issues for administrators – Open discussion using questions from "Questions to Ponder." – Discuss components of high quality early childhood programs. – Focus on new responsibilities.	2. Transparencies (A-T9, 10, and 11) *Questions to Ponder* *Review Components of High Quality Early Childhood Programs* *Focus of New Responsibilities for the Administration*	2. Note aspects of a program that indicate quality for children with disabilities. Also note how programs need to be sensitive to diversity (e.g., ability, cultural, racial, religious, gender, etc.). Optional: This activity can be valuable in small groups.
3. Review and discuss some emerging issues that have been influenced by PLAY. – instruction – child initiated activity	3. Transparencies (A-T12, 13, and 14) *Play encourages the development of ...* *Today's experts concur ...* *It is important for administrators*	3. Read and review Schweinhart article listed in supplemental resources.

LEVEL: ADMINISTRATOR *(continued)*

GOAL: #2 Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: KNOWLEDGE *(continued)*

OBJECTIVE: Participants will recognize and support the value of children's play in the preschool program.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
	Supplemental Resources *PLAY,* Vol. 4, Issues 4 and 5, *RAP Monthly Resource.* Schweinhart, Lawrence J., *A School Administrator's Guide to Early Childhood Programs*, 1988, Ypsilanti High/Scope Press.	

"Play is a phenomenon that has been difficult to define, explain, understand, and observe in all it's different forms. Children, adults, and non-human animals engage in play; therefore, it continues to be a phenomenon that must be considered in the individuals' development and education."

(Bergen, p. 13)

A-T4

"Parents, teachers, educational administrators, psychologists, child life specialists, and policy makers should be aware, not only of the ways that play relates to children's early learning and development, but also of its role in promoting many of the competencies needed by citizens in contemporary American society."

(Bergen, p. 303
from her Epilogue: *How to Begin)*

A-T5

> "Rough and tumble play is natural for children, and it may strengthen their relationship with others and lead to cooperative behavior. As long as roughhousing is playful, children can enjoy the contact and match their strength and physical ability of others. The opportunity to display strength safely and to experience the strength of others may build mutual respect."

(Smith, pp. 182-183)

A-T6

“Play is what children make it. It is their way of life, and can be a totally creative, absorbing experience. Often adults call play ‘children’s work’ because that helps us understand children’s dedication to their play, and helps us to respect it.”

Family Ties (Module C)

A-T7

DESCRIBE CLASSROOM FOR PRESCHOOLERS

Reactions?

A-T8

FURTHER DISCUSSION ABOUT PRESCHOOL PROGRAMS

QUESTIONS TO PONDER

- What constitutes a good childhood program?
- What is your role?
- What are the critical choices?

Schweinhart, 1988, p. 8-10.

REVIEW COMPONENTS OF HIGH QUALITY EARLY CHILDHOOD PROGRAMS

- A child development curriculum
- Low enrollment limits, with teaching/caregiving teams assigned to each group of children
- Staff trained in early childhood development
- Supervisory support and inservice training for a child development curriculum
- Involvement of parents as partners with program staff
- Sensitivity to the non-educational needs of the child and family
- Developmentally appropriate evaluation procedure

Schweinhart, p. 15.

A-T11

FOCUS OF NEW RESPONSIBILITIES FOR THE ADMINISTRATOR

You may need to:

- Recognize good early childhood education.
- Explain the rationale for early education to parents and others.
- Provide appropriate administrative support and evaluation for early childhood programs.
- Integrate new ideas about early childhood education into your existing views of education.

Schweinhart, p. VIII

A-T12

"Play encourages the development of skills that cannot be taught through direct instruction, such as:

curiosity
self motivation
confidence in self and others
creativity
independence
autonomy"

Mary Perkins

Today's experts concur that the core of the child development curriculum is "children's play," that is child-initiated activity. In child-initiated activity, children choose an activity within a supportive learning framework created by the teacher.

Schweinhart, p. 17.

A-T14

“It is important for administrators to understand that the elements of teacher directed instruction, lectures, teacher centered discussions, and paperwork, all of which are standard practices in the nation’s public schools, are largely inappropriate when young children are involved.”

Schweinhart, p. 18

LEVEL: ADMINISTRATOR

GOAL: **#2** Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will examine quality indicators of early childhood programs that reflect a recognition of the importance of play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review an *Early Childhood Program Quality Questionnaire* usable for assessing program quality. Ask participants for feedback on preceding activity focusing on the link to play. Ask participants what they will need to do to assist them in understanding the importance in play, if necessary. – collaboration with others? – in-services? – formulate a preschool advisory? – how can they accomplish this?	1. Handout/Transparency (A-H4, A-T15) *Early Childhood Program Quality Questionnaire* **Supplemental Resources** A School Administrator's Guide to Early Childhood Programs by Lawrence J. Schweinhart.	1. Field questions. This activity may generate discussion. Leader may need to guide participants through this activity. Awareness of time may be important. Use blank Transparencies or chart paper for responses. Optional: Leader may choose to divide into smaller groups.

EARLY CHILDHOOD PROGRAM QUALITY QUESTIONNAIRE

A. Enrollment and Staffing

1. How many children are enrolled in each early childhood classroom in your school? ______

2. Given the number of teaching staff assigned to these classrooms, what is the adult-child ratio? ______ to ______

3. How many early childhood teaching staff members are at each of these levels of child development/early childhood education training?

   ______ master's/doctorate in early childhood development/education
   ______ bachelor's degree in early childhood development/education
   ______ Child Development Associate credential
   ______ some college courses in early childhood development/education
   ______ no training in early childhood development/education

B. Supervisory Support and Inservice Training

4. How much time do you spend discussing the educational curriculum and program operation with your early childhood teaching staff?

   ______ minutes/day ______ minutes/week ______ minutes/month

5. How much time does your early childhood teaching staff have for team planning, when they are on the job but not in contact with children?

   ______ minutes/day ______ minutes/week ______ minutes/month

6. How many hours of in-service training did your early childhood training staff have last school year? ______ hours

7. What were the three most recent in-service training topics?

C. Parent Involvement

8. How much time does your early childhood teaching staff spend with parents in informal discussions with children?

   ______ minutes/day ______ minutes/week ______ minutes/month

9. How many meetings with parent groups did your early childhood teaching staff hold during the last school year? ______ meetings

10. What are the topics of the last three of these meetings?

11. How many meetings with individual parents, at school or in the parents' homes, did your early childhood teaching staff have during the last school year?
    ______ meetings per family

D. Noneducational Needs of Children and Families

12. Does your early childhood teaching staff know what other early childhood care and education arrangements their children have? ______ no ______ yes

13. Did your staff meet during the last school year with these other teachers and day care providers? ______ no ______ yes

14. Does your early childhood teaching staff know how to make referrals to social agencies for families who live in poverty or face other problems? ______ no ______ yes

15. Does your early childhood teaching staff recognize children's handicaps and know how to make appropriate referrals? ______ no ______ yes

E. Child Development Curriculum

16. Are the early childhood classrooms arranged in interest areas? ______ no ______ yes

17. Do the early childhood classrooms have a balance of materials, commercial and noncommercial, that are accessible to the children and have a variety of uses? ______ no ______ somewhat ______ yes

18. Do children in the early childhood classrooms spend a substantial portion of time each day engaged in activities that they initiate themselves with teacher support? ______ no ______ somewhat ______ yes

19. In group activities, are the children given opportunities to make choices about activities? ______ no ______ somewhat ______ yes

20. Does your early childhood teaching staff spend substantial time talking to children as individuals and in small groupings? ______ no ______ somewhat ______ yes

A-T15

EARLY CHILDHOOD PROGRAM QUALITY QUESTIONNAIRE

A. Enrollment and Staffing

1. How many children are enrolled in each early childhood classroom in your school? ______

2. Given the number of teaching staff assigned to these classrooms, what is the adult-child ratio?

   ______ to ______

3. How many early childhood teaching staff members are at each of these levels of child development/early childhood education training?

   ______ master's/doctorate in early childhood development/education

   ______ bachelor's degree in early childhood development/education

   ______ Child Development Associate credential

   ______ some college courses in early childhood development/education

   ______ no training in early childhood development/education

B. Supervisory Support and Inservice Training

4. How much time do you spend discussing the educational curriculum and program operation with your early childhood teaching staff?
_____ minutes/day _____ minutes/week
_____ minutes/month

5. How much time does your early childhood teaching staff have for team planning, when they are on the job but not in contact with children? _____ minutes/day
_____ minutes/week _____ minutes/month

6. How many hours of in-service training did your early childhood training staff have last school year? _____ hours

7. What were the three most recent in-service training topics?

C. Parent Involvement

8. How much time does your early childhood teaching staff spend with parents in informal discussions with children? _____ minutes/day
_____ minutes/week _____ minutes/month

9. How many meetings with parent groups did your early childhood teaching staff hold during the last school year? _____ meetings

10. What were the topics of the last three of these meetings?

11. How many meetings with individual parents, at school or in the parents' homes, did your early childhood teaching staff have during the last school year? ______ meetings per family

D. Noneducational Needs of Children and Families

12. Does your early childhood teaching staff know what other early childhood care and education arrangements their children have?

______ no ______ yes

13. Did your staff meet during the last school year with these other teachers and day care providers?

______ no ______ yes

14. Does your early childhood teaching staff know how to make referrals to social agencies for families who live in poverty or face other problems?

______ no ______ yes

15. Does your early childhood teaching staff recognize children's handicaps and know how to make appropriate referrals?

______ no ______ yes

E. Child Development Curriculum

16. Are the early childhood classrooms arranged in interest areas?

______ no ______ yes

17. Do the early childhood classrooms have a balance of materials, commercial and noncommercial, that are accessible to the children and have a variety of uses?

______ no ______ somewhat ______ yes

18. Do children in the early childhood classrooms spend a substantial portion of time each day engaged in activities that they initiate themselves with teacher support?

______ no ______ somewhat ______ yes

19. In group activities, are the children given opportunities to make choices about activities?

______ no ______ somewhat ______ yes

20. Does your early childhood teaching staff spend substantial time talking to children as individuals and in small groupings?

______ no ______ somewhat ______ yes

LEVEL: ADMINISTRATOR

GOAL: #2 Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will appreciate the factors (variables) that influence play and impact on preschool program planning.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review and discuss various aspects about play from noted authors. Ask for feedback including personal feelings and reactions. Ask for critical thinking to be shared.	1. Transparencies (A-T16, 17, 18, and 19) *Young children don't need …* *A developmentally appropriate curriculum centers around …* *Play experiences enable a child to cope constructively with realities of his life.* *You're not playing with …*	1. Use Transparencies one at a time to generate group discussion. Leader may elect one or all of these. Encourage positive participation by eliciting verbal responses from individuals. Remind audience that freedom of expression can create understanding and growth.
2. Small group or individual activity Ask participants to examine their own feelings about play in the classroom and/or their instructional programs. Then ask them to write a few statements that they would add to a program philosophy for their current program.	**Supplemental Resources** *Developmentally Appropriate Practice in Early Childhood Programs Serving Children (from 0-8)* by Bredekamp, and *Play in the Lives of Children* by Rogers & Sawyers.	2. Discuss responses in large group. Discuss how their philosophy statement would influence services to young children with disabilities. Discuss how administrators can support program staff in providing developmentally appropriate services.

"Young children don't need highly academic preschool programs, they need developmentally appropriate programs where they can exercise their emerging social, physical and intellectual skills."

Schweinhart. p. 6.

A-T17

A developmentally appropriate curriculum centers around child initiated exploration and PLAY **in a context that is interesting and relevant to children.**

NAEYC 1985: Bredekamp, 1987

A-T18

"Play experiences enable a child to cope constructively with realities of his life."

Coplan, p. 51.

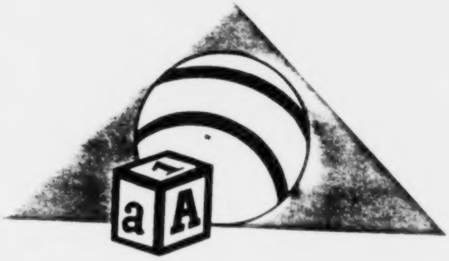
A-T19

“You’re not playing with the kids to play — in the sense of abdicating your responsibility. You are being responsible.”

Monighan-Nourot, p. 161.

GOAL 3

P.L.A.Y.



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LEVEL: ADMINISTRATOR

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will explain the connection between play and learning for young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Introduce video by discussing this question — Does play help prepare children for later academic learning? Distribute the viewer's guide. Review major points of the video presentation.	1. Video *Child's Play: The World of Learning* (video, facilitator's guide, and viewer's guide). Leader Notes/Handout (A-L5 and 6) *Viewer's Guides* Transparency (A-T20) *Importance of Play*	1. Read and study the viewer's guide to the video, *Child's Play* .... Video for this activity can be borrowed from SERRC. If video is not available, use other activities for this objective. Note how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) may influence development and learning.

CHILD'S PLAY: THE WORLD OF LEARNING

Viewer's Guide

Play and Development

"They're just playing." Yes, that **is** what children do. And nothing characterizes childhood more than play. For infants, toddlers, preschoolers, and older children, play is a big part of each day.

As children grow, their play grows, too. We see that children naturally add complexity to what they do, and how they do it. Children's play is the framework in which they can develop all kinds of skills — and an understanding of the world around them.

Let's review four areas of development and see how play influences growth in each one.

Physical skills

Large muscle development

It's wonderful to watch our children running, jumping, climbing, skipping — enjoying the freedom and excitement of active play. Most of us can readily see that physical play is helping children develop large muscles — building balance, strength, and coordination.

Small muscle development

Children need lots of practice to learn to use their small muscles skillfully. When we give them crayons and markers to write with, scissors to cut with, play dough to squeeze and mold, various toys and materials to fit together, they can refine the movements and build strength in their fingers and hands. Soon they'll be able to control pens and pencils — and do other things that require more precise control.

Thinking skills

We know that most adults can take in information just from hearing and seeing. But young children need to experience the "real thing" to understand it. Before children are able to "play with" ideas in their minds, they need lots and lots of practice playing with objects and materials.

Through play, children build the basic tools for thinking which we call concepts — things like same and different, near and far, yesterday and today, numbers, colors, shapes, etc. Concepts are the base to which a child adds more and more complex information as he begins to understand it.

Problem solving

In play, children are also encountering problems, and learning how to solve them. Problems like: Which block do I put here so the tower won't fall down? How can I make the sand get taller? What should I do if my friend and I both want to be the Mom? Confronting problems in play helps children learn how to see options, to try different solutions and to make decisions.

Language skills

In play, children continually develop a greater understanding of objects, materials, and relationships. When adults or other children use language for these things, the language takes on meaning and the child adds to his vocabulary. To use language, children also need to have communication skills like: paying attention to someone who's talking, listening carefully and taking turns. Children practice and learn these skills in conversation as they play.

Social-emotional skills

The child who understands how to get along with others and who can control his emotions — when he's angry or frustrated, for example — is likely to be comfortable in his surroundings and able to enjoy himself. This is important for all of us.

Social skills need to be practiced just like other skills. And play is the practice arena where children can discover which behaviors are acceptable and which aren't. It's here children learn to negotiate for what they want and need, to compromise, to see that there's more than one solution to a dispute, to work out some of their feelings.

The Power of Play

We've seen that children can develop many different skills through play. But the real power of play is that children aren't just learning one thing at a time. For example, children playing with blocks are using physical skills to put the blocks together. They're using language skills to talk about what they're doing; thinking skills to plan their structure; and social-emotional skills to cooperate and get along with each other. Play brings many things together for the child — all in a way that's comfortable and natural. It's the way children learn best!

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CHILD'S PLAY: THE WORLD OF LEARNING

Viewer's Guide

Play and Academic Learning

A question often asked is: "Are children at play also learning things that will help them when they begin school?" The answer is **yes**! To illustrate this in the videotape, we used the example of how children at play are moving toward the skills of reading and writing.

This material is based on the "whole language" approach to reading — which shows how children naturally begin the process of learning to read and write when they are very young. Here are three important elements in this process.

Building Oral Language

Experts tell us that children who have good oral language skill — who are good listeners and talkers — are more likely to become good readers and writers than children who lack these skills.

We saw in the videotape that play experiences give children opportunities to understand objects, materials and relationships. we also saw that, once things become meaningful to children, the language for these things also takes on meaning.

In play, children get experience with the give and take of conversation, which also helps broaden their language understanding. And language understanding is the foundation for reading.

Learning to Love Books

We want children to become interested and excited about books. And reading to them is the best way to instill the desire to read. Reading experts tell us to start reading when the children are very young. Remember Sherrie reading to 18-month old Daniel in the videotape? She talked about the pictures, letting Daniel touch the book and turn the pages, encouraging his curiosity about the pictures.

How to read to children

When we read to children, it's important to understand that our goal shouldn't be to read the story from beginning to end — to finish the book. Instead, our goal is to have an enjoyable experience, to talk about what's happening in the book, to find out what the child thinks. We want to listen to their questions and ask our own, like: "What do you think green eggs and ham would taste like?" The dialogue, the closeness and sharing are important aspects of the read aloud experience.

Be a positive role model

Another reason that children are motivated to enjoy books is seeing that we enjoy them. We're their models. So, when we have books, newspapers and magazines in our homes, and when they see us reading, it's clear that reading is an important part of our lives.

Learning the Value of Print

The "whole language" approach brings together all aspects of language. As children discover the world of print and become intrigued with the idea of trying to write, they take a big step toward reading. Educators use the expression, "Writing to read — and reading to write" — because development in each area extends growth in the other.

Children are surrounded by a world of print — on street and building signs, on cereal packages, on toys, TV and in books and other printed material.

Trying to Write

Children watch us writing and begin to see that it's a way to send messages and record information. Soon they want to try, too. When we give them lots of crayons, markers, pencils and paper, they can begin "writing." First, we'll see scribbling, but soon shapes that resemble letters will start to appear in the midst of the scribbles. This is the first step in learning to write.

The things we do, the materials we provide, and our own enthusiasm for reading and writing send children a strong, positive message that reading and writing are exciting experiences.

For more information about helping children become good readers and writers, here are two excellent books: *Literacy Begins at Birth* by Marjorie Fields, Ed.D., published by Fisher Books, and *The Read Aloud Handbook* by Jim Trelease, published by Penguin Books.

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A-T20

IMPORTANCE OF PLAY

- Play provides a foundation for later academic learning.
- Learning to read begins with early play experiences.
- Oral language developed during play interactions is important to reading success.
- Providing experiences with print helps children understand the value of print and motivates them to want to read and write.

LEVEL: ADMINISTRATOR

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will discuss skills that young children are learning when involved in play activities.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group or individual activity Use Handout, *Play and Development* for group discussion. Ask participants to think about what skills are developing in each of the four areas on the Handout. This activity can be established as small groups assigning one skill area or done individually. Have participants fill in skill areas. Share responses with entire group. Activity could be extended if time permits. Now have participants list toys/materials that could be used in each one of the areas to insure the skill development.	1. Handout (A-H5) *Play and Development*	1. Prepare copies of Handout, *Play and Development* for each participant. Handout could also be used as a Transparency for recording answers. A variation on this activity would be to ask participants to follow up by noting how particular disabilities might influence development of these skills. Refer back to Handouts in previous objective.

A-H5

PLAY AND DEVELOPMENT

PHYSICAL SKILLS

THINKING SKILLS

LANGUAGE SKILLS

SOCIAL-EMOTIONAL SKILLS

LEVEL: ADMINISTRATOR

GOAL: **#3** Understand the correlation between play and learning related activities.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will integrate new ideas about play and learning in early childhood programs into their existing views of education.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group discussion Four important questions will be considered: – What constitutes a good early childhood program? – What is your role? (as administrator) – How can you (as administrator) support quality services for young children with disabilities? – What are the critical choices?	1. Transparency (A-T21) *Exemplary Practices* **Supplemental Resources** *A School Administrator's Guide to Early Childhood Programs* and findings from the Perry Preschool Program in Ypsilanti, Michigan. *A School Administrator's Guide to Early Childhood Programs*, Lawrence J. Schweinhart.	1. Involve participants in small group discussions, assigning one question to four different groups. After 10-20 minutes, have a recorder from each group share responses to each question with the large group.

A-T21

EXEMPLARY PRACTICES

- Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment, and time to explore through active involvement.

- Children select many of their own activities from among a variety of learning areas the teacher prepares.

- Much of the young children's learning takes place when they direct their own play activities.

- Learning takes place as children touch, manipulate and experiment with things and interact with people.

National Association for Education of Young Children

GOAL 4

P.L.A.Y.

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LEVEL: ADMINISTRATOR

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will describe teaching during play as an important factor in the instruction of young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Identify program components. Divide audience into four groups, assigning each group one of the program components. The group is to generate guidelines specific to each component. Be sure to have participants address the needs of children with disabilities.	1. Transparency (A-T22) *Program Components* Leader Notes (A-L7) *Guidelines for Developmentally Appropriate Practice*	1. Read and study leader notes, *Guidelines for Developmentally Appropriate Practice* which has been included. Record guidelines generated by each group on Transparency. Supplemental Resource Leader may need to review *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8.* Leader should add any guidelines omitted by groups to conclude discussion.
2. Large group activity Introduce and view video, *Supporting Children's Active Learning.*	2. Video *Supporting Children's Active Learning* from High/Scope Press	2. After viewing video, leader should generate discussion regarding the following: – adult/child interactions – learning environment – play activities Discuss how this approach relates to children with disabilities. Also note how it might positively support other types of diversity (e.g., ability, cultural, racial, religious, gender, etc.).

PROGRAM COMPONENTS

Curriculum	Adult-Child Interactions
Home/School Relations	Developmental Evaluation

GUIDELINES FOR DEVELOPMENTALLY APPROPRIATE PRACTICE

I. Curriculum

A. Developmentally appropriate curriculum provides for all areas of a child's development.

B. Appropriate curriculum planning is based on teachers' observations and recordings of each child's special interest and developmental progress.

C. Curriculum planning emphasizes learning as an interactive process.

D. Learning activities and materials should be concrete, real, and relevant to the lives of young children.

E. Programs provide for a wider range of developmental interest and abilities than the chronological age range of the group would suggest.

F. Teachers provide a variety of activities and materials; teachers increase the difficulty, complexity, and challenge of an activity as children are involved with it and as children develop understanding and skills.

G. Adults provide opportunities for children to choose from among a variety of activities, materials, and equipment; and time to explore through active involvement.

H. Multicultural and non-sexist experiences, materials, and equipment should be provided for children of all ages.

I. Adults provide a balance of rest and active movement for children throughout the program day.

J. Outdoor experiences should be provided for children of all ages.

II. Adult — Child Interaction

A. Adults respond quickly and directly to children's needs, desires, messages, and adapt their responses to children's differing styles and abilities.

B. Adults provide many varied opportunities for children to communicate.

C. Adults facilitate a child's successful completion of tasks by providing support, focused attention, physical proximity, and verbal encouragement.

D. Teachers are alert to signs of undue stress in children's behavior, and aware of appropriate stress-reducing activities and techniques.

E. Adults facilitate the development of self-esteem by respecting, accepting, and comforting children, regardless of the child's behavior.

F. Adults facilitate the development of self-control in children.

G. Adults are responsible for all children under their supervision at all times and plan for increasing independence as children acquire skills.

A-L7

III. Relations Between the Home and Program

A. Parents have both the right and the responsibility to share in decisions about their children's care and education.

B. Teachers share child development knowledge, insights and resources as part of regular communication and conferences with family members.

C. Teachers, parents, agencies, programs, and consultants who may have educational responsibility for the child at different times should, with family participation, share developmental information about children as they pass from one level or program to another.

IV. Developmental Evaluation of Children

A. Major decisions which impact upon children's educational programming should not be made on the basis of a single screening or assessment instrument.

B. Developmental assessments and observations should be used to identify and plan programming for children with special needs.

C. Standardized measurements and norms should consider all culture diversities.

D. All programs for young children should reflect developmentally appropriate practices.

Source: National Association for the Education of Young Children.

LEVEL: ADMINISTRATOR

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will assist staff in planning and implementing instruction through play.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss program development with participants revolving around four major concerns: - services to children - services to parents - staff development - coordination of community resources	1. Transparency (A-T23) *Program Areas* Leader Notes (A-L8) *Program Areas*	1. Record group responses on Transparency to include items from leader notes which have been provided.
2. Small group activity Divide participants into districts/counties to complete program plan applicable to their situation.	2. Transparency (A-T24) *Program Plan for Early Childhood* (Sample Plan) Worksheet (A-W2) *Program Plan*	2. Participants may want to consider planning in an area that needs improvement in their own program using worksheet.
3. Summarize immediate and long-term benefits of play.	3. Transparency (A-T25) *Immediate Benefits of Play* Handouts (A-H6 and 7) *Good Preschools for Poor Children are Cost-Effective* *Study shows kindergarten, preschool boost achievement.* Leader Notes (A-L9) *Immediate Benefits of Play*	3. Using leader notes that have been included, discuss immediate benefits of play. Summarize findings on Handout. Review benefits to children with disabilities.

PROGRAM AREAS

Services to Children

Services to Parents

Staff Development

Coordination of Community Resources

PROGRAM AREAS

Services to Children

- child find
    - screening
    - awareness
    - referrals
- assessment
    - policies/procedures
    - inservice for staff
    - appropriate evaluation
- program
    - continuum of services
    - competent staff
    - learning environment
    - curricula
    - inservice
    - integration
    - transition

Services to Parents

- due process
    - information/rights
    - parent participation
- support
    - social worker
    - parent groups
    - parent mentors
    - materials
- involvement
    - parent volunteers
    - advisory board
- education
    - toy library
    - counseling
    - parenting skills

Staff Development

- preservice/inservice
    - job descriptions
    - policy for hiring
    - needs assessment
    - on-going training
- staff evaluation
    - peer ratings
    - interviews
    - observations
    - planning time

Coordination of Community Resources

- services
    - awareness
    - collaboration
    - inter-agency agreements
    - funding sources

A-T24

PROGRAM PLAN FOR EARLY CHILDHOOD SERVICES

Objectives	Activities	Policy and Procedures
I. Services to Children A. Child find Goal: to identify and serve preschool children with disabilities.		
1. To implement semi-annual screening	1.1 Coordinate meeting with other interested agencies/personnel to discuss screening	Policy Statement Procedures for identification, screening, and referral
	1.2 Conduct awareness campaign	
	1.3 Conduct screening	
	1.4 Refer children for further assessment	
B. Assessment		
C. Program		

PROGRAM PLAN FOR EARLY CHILDHOOD SERVICES

Objectives	Activities	Policy and Procedures
II. Services to Parents		

A-T25

IMMEDIATE BENEFITS OF PLAY

1. Play tests reality.

2. Play fosters development.

3. Play builds relationships.

4. Play prepares children for future development.

A-L9

IMMEDIATE BENEFITS OF PLAY

1. Play tests reality
    - provides practice and manipulation of environment
    - express feelings
    - experience emotions
    - discover relationships such as cause/effect
    - imitate roles

2. Play fosters development
    - motivates trail and error
    - practice and repetition of skills
    - integration and generalization of skills
    - provides healthy amount of stress
    - provides varied experiences

3. Play builds relationships
    - establish social attachments
    - trust others
    - improve social skills
    - development of healthy self-esteem

4. Play prepares children for future development
    - learn own strength and weaknesses
    - aware of sensations
    - space and time
    - personality and socialization
    - imagination and creativity

GOOD PRESCHOOLS FOR POOR CHILDREN ARE COST-EFFECTIVE

It would be hard to imagine that society could find a higher yield for a dollar of investment than that found in preschool programs for its at-risk children.

Committee for Economic Development, Investing in Our Children (1985)

Renewed public interest in early childhood programs in the U.S. springs both from the growing need for child care and from the need to lessen the harmful consequences of childhood poverty. The percentage of mothers of young children who were employed, only 14% in 1950, grew to 48% in 1985. The percentage of young children who were poor, only 15% in 1969, grew to 23% in 1985.

The High/Scope Foundation's Perry Preschool study strikingly demonstrates the potential benefits of high quality early childhood programs for poor children. In the study, poor three and four year olds were randomly assigned either to a group that attended the Perry preschool program or to a group that did not. Follow-up on both groups later showed that preschool participation has apparently *increased* the percentages of persons who, at age 19, were literate, employed, and enrolled in postsecondary education, whereas it had *reduced* the percentages who were school dropouts, labeled mentally retarded or on welfare.

An economic cost-benefit analysis of the Perry Preschool program and its long-term effects revealed that such a program can be an excellent investment for taxpayers, *returning six dollars for every dollar invested in a one-year program, three dollars for every dollar invested in a two-year program.*

Other research on good early childhood programs for poor children confirms that such programs have positive short-, mid-, and long-term results. The evidence is that these programs *do* help improve children's intellectual and social performance as they begin school, *probably* help children achieve greater school success, and *can* help young people achieve greater socioeconomic success and social responsibility. Yet, despite these findings, fewer that one in three poor children has the opportunity to attend a preschool program.

These findings apply to children who live in poverty and are at risk of school failure. There is less evidence on preschool program effectiveness for children who are not poor or otherwise at risk of school failure. A good supposition might be that a preschool effect found for poor children would also apply to middle-class children, but to a lesser extent.

Such impressive results were achieved only by *good* preschool programs — ones characterized by the following: developmentally appropriate curriculum and assessment procedures; teaching teams that are trained in early childhood development and continue to receive such training; administrative support that includes curriculum leadership; classes with 2 adults and fewer than 20 children; and systematic efforts to involve parents as partners in their children's education. Such programs may be relatively expensive, but a good, expensive preschool program with a high return on investment makes more economic sense than a poor, inexpensive program with a low return.

STUDY SHOWS KINDERGARTEN, PRESCHOOL BOOST ACHIEVEMENT

Children who have had a preschool experience for at least six months prior to entering kindergarten have a higher academic performance, a lower chance of repeating a grade, and a lower need for Chapter 1 programs, according to a four-year-long kindergarten study conducted by the Ohio Department of Education.

The study concludes that the preschool experience helps children develop socialization and decision-making skills, which lead to higher achievement in kindergarten and in first, second and third grades. Children who attended both preschool and full-day kindergarten demonstrated the highest performance.

Full-day kindergarten provides more opportunities for play and socialization, more small-group instruction, and more one-on-one attention, according to the study. Children who attended full-day kindergarten also have better behavior, more independent learning styles, less need to repeat grades, fewer Chapter 1 placements, and higher academic performance than children who attend half-day kindergarten, the study concludes

The study

The study — representing one of the country's most comprehensive on the effects of kindergarten options — analyzed the impact of various preschool experiences and of three kindergarten options (half-day everyday, full-day everyday, and full-day alternate-day) at over thirty Ohio school districts. Unlike other studies that observed disadvantaged children, Ohio's study looked at the benefit of preschool and kindergarten across all socioeconomic levels.

The study was conducted in three phases: a series of surveys, a retrospective study of children's records, and a longitudinal study of children's performance

Research objectives

Before this early childhood education study began in 1987, an advisory committee developed research objectives, from which came the following studies that the final report addresses:

> **Study 1** — Describe the current state-of-the-art kindergarten in Ohio and children's preschool experience and the decision-making process used by Ohio school districts to plan and operate various preschool and kindergarten options.
>
> **Study 2** — Use existing data from first, second, and third graders to determine the impact of preschool and various kindergarten options on children's performance in a sample of schools.
>
> **Study 3** — Use a large sample of appropriately matched school districts to determine the impact of preschool and various kindergarten options on children's academic performance, behavior, retention rate, and need for special services beginning with kindergarten and following through the third grade.

Results

Children who attended full-day kindergarten scored ten percentile points higher in the first grade than the average Ohio pupil who attended half-day kindergarten. Those children in the study who attended preschool, scored thirteen percentile points higher than those who did not. These positive gains lasted through the second grade. But by the third grade, differences were not apparent between children who attended full-day and those who attended half-day kindergarten

The study showed that children who had a quality preschool experience had from a thirty percent to a one hundred percent lower chance of repeating a grade (between kindergarten and third grade) than those who did not attend preschool.

Children who went to preschool also had a fifty percent lower need for Chapter 1 services.

Study results were sent to superintendents and elementary school principals. For additional information on the study or results, contact Division of Early Childhood Education, Room 202, 65 S. Front Street, Columbus, Ohio 43266-0308, (614) 466-0224.

LEVEL: ADMINISTRATOR

GOAL: **#4** Become familiar with relevant teaching techniques associated with play.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will support and appreciate play as an issue of best practice in early childhood education.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Conduct an open forum to discuss how play can be infused into each of the following areas: – curriculum – materials/equipment – staff – parent involvement – community relations – accountability	Transparency (A-T26) *The Infusion of Play* Leader Notes (A-L10) *The Infusion of Play* **Supplemental Resources** The leader may also wish to reference *Early Childhood Education and the Elementary School Principal.*	1. Read and study leader notes which have been included
2. Individual activity Distribute Handout, *Appropriate and Inappropriate Practice* and ask participants to follow directions.	2. Handout (A-H8) *Appropriate and Inappropriate Practice* Leader Notes (A-L11) *Answer Sheet for Appropriate and Inappropriate Practice*	2. Review correct answers with group. (Answers included.)
3. Large or small group activity Participants generate a list of ways to inform others about and support developmentally appropriate practice through play in early childhood programs. – other administrators – staff – parents – professionals – general public	**Supplemental Resources** *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, pages 87-89.	3. Record suggestions on blank Transparency or chart paper.

THE INFUSION OF PLAY

1. Curriculum

2. Materials and equipment

3. Staff

4. Parent involvement and community relations

5. Accountability

THE INFUSION OF PLAY

1. Curriculum
   - early learning theories
   - varied teaching strategies
   - grouping strategies
   - variety of activities

2. Materials and equipment
   - developmental stages of children
   - environmental issues
   - hands on approach
   - multi-leveled/multi-sensory
   - open-ended materials

3. Staff
   - qualified/knowledgeable personnel
   - adult/child ratio
   - collaboration

4. Parent involvement and community relations
   - regular communication
   - active participation
   - appropriate parent information
   - transition
   - family as a unit
   - range of services

5. Accountability
   - program evaluation
   - accessibility
   - monitoring
   - student assessment
   - policies and procedures
   - question of retention

APPROPRIATE AND INAPPROPRIATE PRACTICE

DIRECTIONS: Circle the number of the statement which is an example of developmentally appropriate practice. Change the inappropriate practice statement to appropriate ones.

1. Adults expect that children will always want to play with their friends and require that they do activities together and share toys.
2. Small motor activities are limited to writing, coloring and similar structured lessons.
3. Teachers communicate with parents about problems or conflicts. Parents view teachers as experts.
4. Eligible-age children are denied entry to or retained in kindergarten because they are judged not ready, based on rigid expectations.
5. Because older children can function reasonably well in large groups, the teacher/pupil ratio can be the same for four and five year olds for the elementary grades.
6. Rote memorization and drill are emphasized.
7. Children work independently at desks and tables most of the time or listen to teacher directions in a large group.
8. Reading and writing instruction stress skill development such as recognizing single letters, reciting the alphabet, coloring pictures, or instruction in the correct formation of letters on a printed line.
9. Workbooks, ditto sheets, and flashcards are the type of materials that dominate the curriculum.
10. Teachers concentrate on highly structured teacher-directed lessons.

ANSWER SHEET FOR APPROPRIATE AND INAPPROPRIATE PRACTICE

1. Adults support children's beginning friendships, recognizing that such relationships ("my best friend") are short-lived and may consist of acting silly together or chasing for a few minutes. When conflicts arise, the three year old will often return to playing alone. Adults encourage children to take turns and share but do not always expect children to give up favored items.

2. Children have daily opportunities to develop small muscle skills through play activities such as pegboards, puzzles, painting, cutting and other similar activities.

3. Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.

4. In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.

5. The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four and five year olds are in groups of no more than 20 children with two adults.

6. Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.

7. Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.

8. Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and words identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experience requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.

9. Children are provided concrete learning activities with materials and people relevant to their own life experience.

10. Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.

This activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education through the Ohio Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Ohio Department of Education, and no official endorsement by the U.S. Department of Education or the Ohio Department of Education should be inferred.

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